

**IMPROVING STUDENTS' READING ABILITY BY USING  
PRINTED MASS MEDIA ( A Classroom Action Research  
Conducted in the Eighth Grade Students of SMP N 3 Colomadu  
Karanganyar in 2008/2009 Academic Year)**



**Nur Hikmah Laila**

**K2204041**

**Thesis**

**Presented as Partial Requirements for the Undergraduate Degree of Education in  
Teacher Training and Education Faculty of  
Sebelas Maret University**

**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
SURAKARTA**

**2009**

**IMPROVING STUDENTS' READING ABILITY BY USING  
PRINTED MASS MEDIA ( A Classroom Action Research  
Conducted in the Eighth Grade Students of SMP N 3 Colomadu  
Karanganyar in 2008/2009 Academic Year)**



**NUR HIKMAH LAILA**

**K2204041**

**Thesis**

**Presented as Partial Requirements for the Undergraduate Degree of Education in  
Teacher Training and Education Faculty of  
Sebelas Maret University**

**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
SURAKARTA**

**2009**

## APPROVAL

This thesis is approved by the consultants to be examined by the Board of Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

Approved by

Consultant I




**Drs. Abdul Azib, M.Pd**

---

NIP. 130 814 585

Consultant II



**Drs. Muh. Asrori, M. Pd**

---

NIP. 131 658 564

## LEGALIZATION

This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University and accepted as partial fulfillment for the requirements for achieving the Undergraduate Degree of Education in English.

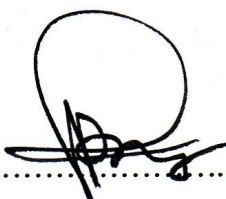
Day:

Date:

The Board of Examiners:

1. Chairman:

**Drs. Martono, M. A**  
NIP. 131 792 933

()

2. Secretary:

**Dr. Ngadiso, M. Pd**  
NIP. 131 792 932

()

3. Examiner I

**Drs. Abdul Azib, M.Pd**  
NIP. 130 814 585

()

4. Examiner II

**Drs. M. Asrori, M. Pd**  
NIP. 131 658 564

()

Legalized by,

Teacher Training and Education Faculty  
Sebelas Maret University of Surakarta,.



**Prof. Dr. Eurdon Hidayatullah, M. Pd**  
NIP. 131 658 563

## ABSTRACT

Nur Hikmah Laila. **IMPROVING STUDENTS' READING ABILITY BY USING PRINTED MASS MEDIA ( A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)**. Thesis, Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2009.

The objective of this research is to improve students' reading comprehension ability by using text from magazines.

Related to the purpose of the study, the research design used in this study was action research. The subject of the study was the students of class VIII G of SMP N 3 Colomadu in the academic year 2008/2009. There were 36 students as the sample. The action research was conducted from February to March 2009. In this research, the researcher taught reading by using texts from magazines. She select the texts from **FUN, C'nS, HELLO, and HighEndTeen** magazines which are appropriate with the materials presented in the syllabus.

The researcher conducted two cycles of action. The result of the action showed that after the researcher conducted the actions, the students' reading comprehension ability improved as shown in the result of both the observation on the students activity during the actions and their pre-test and post-test mean scores.

From the observation, the researcher found that during the action, the students have shown their improvement such as they are able to comprehend the text well, the situation of the teaching and learning process became more joyful and interesting, the students also didn't reluctant to open their dictionary, and all of the students were involved in the teaching and learning process.

From the reading comprehension test, the students pre-test mean score was 5.8, increasing to 6.5 in the first post-test and increasing again to 7.6 in the final post-test. So, it can be concluded that teaching reading by using texts from magazines can improve the students' reading ability.

## MOTTO

“Semua orang mungkin mampu menggurui orang lain, tapi hanya sebagian saja yang mampu dan mau menjadi guru bagi dirinya sendiri terlebih dahulu untuk belajar tentang hal yang baik, benar, dan bermanfaat, barulah kemudian mengajarkannya kepada orang lain”

“Kemudahan akan datang kepada orang-orang yang mau berusaha dan berdo’a, dan Allah menjadikan hal yang tak mungkin menjadi mungkin bagiNya”

“Dari semua kata yang paling menghancurkan hidup adalah kata **besok**. Orang miskin, orang yang tidak sukses, orang yang tidak berharga dan orang yang tidak sehat adalah orang – orang yang paling sering menggunakan kata **besok**.”

## DEDICATION

My mother and My father, who always pray and support for her success

My beloved sisters; **Naa, Tiwi**, who always care about her

My lovely friends, who always encourage her

## ACKNOWLEDGEMENT

Praise be to Allah SWT, The Lord of Universe, Who always blesses the researcher in finishing her thesis as a partial requirement for the undergraduate degree of education in English.

She realizes that she cannot complete this thesis without helps of others. Many people have helped her during the writing of the thesis, and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to the following:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University for giving her permission to write this thesis.
2. The Head of the English Department of Teacher Training and Education Faculty of Sebelas Maret University who has guided the writer to do this thesis.
3. Drs. Abdul Azib, M. Pd, as the first consultant, and Drs. Muhammad Asrori, M.Pd., as the second consultant, for their patience in providing careful guidance, helpful correction, indefatigable advice as well as suggestion and encouragement
4. Sukinto, S.IP., S.Pd., M.M., the Head of SMP N 3 Colomadu, who has allowed her to carry out this research in his school.
5. Rita Sartika, S.Pd., the English teacher of SMP N 3 Colomadu, who allowed her to carry out this research in her class.
6. Her beloved family for the prayer, support and help.
7. Her “**second miracle**” ; Rima, Nurul, Vae, Deby, Joe, for the unpredictable beautiful moments.
8. Her best friend; Assa, Dessy, Nilla, Ahmad, Yusuf, Ms Nardi, Joko, Doni, Isnoe, who always offer her happiness and suggestion on the best way.



9. Her 'new friend'; Prima Baru family, IMAGE family, who always offer her helps.
10. Her friends in English Department who cannot be mentioned one by one, for their lasting friendship.
11. Mrs. Azib, for her kindness, patience and help during the making of this thesis.
12. Class VIII G and the family of SMPN 3 Colomadu.

The researcher realizes that this thesis is still far from being perfect. She accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and English education.

Surakarta, April 2009

Ema

## TABLE OF CONTENT

TITLE OF PAGE .....	i
SUBMISSION PAGE .....	ii
APPROVAL PAGE .....	iii
LEGALIZATION PAGE .....	iv
ABSTRACT PAGE.....	v
MOTTO PAGE .....	vi
DEDICATION PAGE.....	vii
ACKNOWLEDGEMENT .....	viii
TABLE OF CONTENT .....	x
LIST OF APPENDICES .....	xiii
LIST OF TABLES .....	xv
LIST OF FIGURE .....	xvi
CHAPTER I INTRODUCTION .....	1
A. The Background of the Study .....	1
B. Problem Identification .....	5
C. Problem Limitation .....	5
D. Problem Statement .....	6
E. The Aim of the Study .....	6
F. The Benefits of the Study .....	6
CHAPTER II REVIEW OF RELATED THEORIES.....	7
A. Review on Reading Ability .....	7

1. The Nature of Reading Ability .....	7
2. Models of Reading .....	9
3. Techniques of Reading .....	10
4. The Definition of Reading Comprehension .....	11
5. Factors Affecting Comprehension Skills .....	13
6. Level of Comprehension .....	15
7. Strategies for improving Comprehension Skill .....	27
8. A Construct for Reading Comprehension Ability .....	29
B. Review on Printed Mass Media.....	30
1. Definition of Printed Mass Media .....	30
2. Definition of Magazine.....	31
C. Rational .....	33
D. Hypothesis .....	34
CHAPTER III RESEARCH METHODOLOGY .....	35
A. Research Setting .....	35
B. Research Subject .....	36
C. Research Method.....	36
D. The Procedures of the Action Research .....	40
E. The Technique of Collecting the Data.....	42
G. The Technique of Analyzing the Data.....	44
CHAPTER IV THE RESULT OF THE STUDY.....	46
A. Research Implementation.....	48
1. Cycle 1.....	49
a. Identifying the Problems.....	49

	b.Planning the Action.....	50
	c. Implementing the Action.....	50
	d. Observing and Monitoring the Action.....	56
	e. Reflecting and Evaluating the Result of the Observation.....	58
2.	Cycle 2.....	59
	a. Revised Plan.....	59
	b. Implementing the Action.....	60
	c. Observing and Monitoring the Action.....	63
	d. Reflecting and Evaluating the Result of the Observation.....	65
	B. Discussion.....	67
CHAPTER V	CONCLUSION, IMPLICATION AND SUGGESTION.....	72
	A. Conclusion.....	72
	B. Implication.....	73
	C. Suggestions.....	74
	BIBLIOGRAPHY.....	76
	APPENDICES.....	78

## LIST OF APPENDICES

Appendix 1. Lesson Plans.....	79
Appendix 2. Field notes.....	100
a. Pre-Observation Field Notes.....	100
b. Observation Field Notes.....	105
c. Interviews .....	135
d. Teacher's Diaries.....	143
Appendix 3. The Photographs.....	145
Appendix 4. Try Out Test.....	147
a. Blue Print .....	147
b. Test Items.....	148
Appendix 5 Pre and Post - Test.....	159
a. Blue Print.....	159
b. Test Items.....	160
Appendix 6. Students' Worksheets.....	169
Appendix 7. Research Subjects.....	180
Appendix 8. Research Schedule.....	181
Appendix 9. Students Answer.....	182
Appendix 10. Statistical Table.....	188
Appendix 11. Result of the Test.....	190
Appendix 12. The t – Test Computation.....	191
Appendix 13. Validity and Reliability Computation.....	194
Appendix 14. Syllabus.....	202
Appendix 15. Permits.....	205

## LIST OF TABLES

Table 1. The Mean Score of Comprehension Skill in Pre-test and Post-test1.....	57
Table 2.The mean score of comprehension skill in post-test 1 and post-test 2 .....	64
Table 3. The Mean Score of the Task in the Students' Worksheet.....	66
Table 4. The Findings Result.....	68
Table 5. The Mean Scores of the Test.....	70

## LIST OF FIGURE

Figure 1. The Model of Action Research of Kemmis and	
McTaggart.....	39

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English becomes an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University.

In English, there are four skills: listening, speaking, reading and writing. The students are expected to have ability in those language skills, which cover receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn.

Reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill, that is, interpreting codes into ideas. People consider reading as an important activity, so that people usually



say that reading is the window of the world. By reading, people can get the information widely without going anywhere.

The writer made an interview to the English teacher. From the result of the interview, it revealed that the eighth grade of junior high school students had a problem in reading. When the writer asked about the students' reading ability, the teacher said that the students weak in reading comprehension. From the pre-observation and interview done in pre-research, the researcher found the fact that the eighth grade of junior high school students of SMP N 3 Colomadu had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score. There were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

The cause of the problem came from the teacher, the students, outside the teacher and the students. From the teacher's side, the teacher's way of teaching reading affected the students' reading comprehension. Speaking too fast, unclear explanation and monotonous technique used by the teacher discouraged students to learn reading. The teacher still used ordinary way in almost everyday

teaching and learning process. She just asked the students to read certain text in the book or students' exercises book (LKS), and then he asked them to do the task following the text. The monotonous process of learning made students discourage to learn.

From the students' side, the causes came from students' reading type, students' reading style, students' reading habit, and also students' reading knowledge. First, most of the students had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. Second, almost all students also had the same style in reading activity. They said that they preferred to read alone with consideration that they felt convenient and could concentrate better. They did not try to discuss the text and it made them face their own difficulties. Third, the students' reading habit was bad. The students had a little allotment of time to read English text. There were many students that still did not use chance to read English text either at school or in English lesson itself. Fourth, from the students' reading knowledge, there were some causes: the limited vocabularies, sentence construction within paragraph, difficulties in finding the main idea and difficulties in making conclusion of the text.

The next cause was from the outside of the teacher and the students. It came from the material and the atmosphere of the class. The material used was not interesting, such as the text containing unfamiliar words, made the students feel burdened and hard to learn. Besides, the unsupported classroom atmosphere was a negative contribution to students' learning.

As a means of mass education, the press covers some highly valued articles, which can be read by the public to improve their knowledge. The function of educating is served in the form of editorial essay, letter to the editor and all of writing conveying opinions. Besides educating, press also influences the public to do certain things.

Magazine is one kind of printed media, which has been known since a long time ago. It is understandable since magazines are published in various types according to the need of the society. There are magazines especially published for women, men, and teenagers. There are also magazines, which specialize in news, hobby, housekeeping, sport, health, and so on. Magazines are motivating since it offers so many interesting materials to read.

In this action, the writer had some targets to achieve by using texts from magazines in teaching reading. In accordance with what had been mentioned above, the first target dealt with academic achievement that was the improvement of students' reading comprehension, the target score is 7.5. The second one was to improve students' interest and motivation by using interesting materials

Considering the function of mass media especially the press in education and the curriculum of junior high school that emphasizes reading in the teaching of English, the writer is interested in conducting an action research in teaching reading by using printed mass media. The reason leads the writer to conduct a research entitled “ **IMPROVING STUDENTS' READING ABILITY BY USING PRINTED MASS MEDIA ( A Classroom Action Research**

**Conducted in the Eight Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)”**

### **B. Problems Identification**

The research problems that may arise from this study are questioning on how good is the reading ability of the eight grade of SMP students, what is the problem faced by the teacher in improving the eight grade students' reading ability, whether English teachers who are native Indonesians are able to improve their students' reading ability by using printed mass media, whether the content of printed mass media raises the students' interest in reading, and how far does the use of printed mass media in teaching reading improve SMP students' reading ability.

### **C. Problem Limitation**

Since there are many problems that arise in the problems identification above, the writer limits the problems on improving students' reading ability of the eighth grade of SMPN 3 Colomadu, Karanganyar students by using printed mass media. Here the writer limit the use of printed mass media only magazines, espescially teenage magazines. They are C' n S, FUN, Hello and HighEndTeen magazines.

#### **D. Problem Statement**

Based on the limitation of the study, the writer formulates the problem on the study as follows: “How far does printed mass media improve junior high school students’ reading ability?”

#### **E. The Aim of the Study**

This research is aimed to improve students’ reading ability by using printed mass media.

#### **F. Benefit of the Study**

The research result is expected to be able to give some benefits, such as following:

For the students: It is hoped this study can improve their reading ability.

For the teacher: It is hoped that this study will provide much information for the improvement of the quality of the teaching and learning process.

For the School: It is hoped that this new technique of teaching reading will enrich teaching method in this school.

For the researcher: This research of course will improve the researcher’s writing.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review on Reading Ability**

##### **1. The Nature of Reading Ability**

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading. While, Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable.

Grellet (1998:7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992: 4)

adds that reading is interpreting which means reacting to a written text as a piece of communication.

Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

Hornby (1987: 2) defines “ability as (1) capacity or power (to do) something physical or mental; (2) cleverness; intelligence; (3) special natural power to do something well; talent. Meanwhile, in Longman dictionary, ability is defined as the mental skill or physical power to do something” (1998: 1). He uses ability refers to a broader set of factors which - given similar motivation and opportunities – make some people better at learning than others

From the explanation above, it can be concluded that ability is someone’s competence as a result of learning. Therefore, reading ability means someone’s ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

According to Williams (1996: 51), there are three main phases needed to be followed in reading activity, namely:

- a. Pre – reading : aimed to introduce and arouse learners’ interest in the topic.  

Giving reason to read and some questions that related to learners’ background knowledge ideas and opinion would motivate learners’ eagerness to read the whole text.
- b. Whilst reading : aimed to help students understanding the purpose and texts’ structure and to clarify texts’ content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.
- c. Post – reading : aimed to consolidate what has been read with learners’ own knowledge, interest, or ideas.

## **2. Models of Reading**

In looking for ways to describe the interaction between reader and text, scientist have also create models that describe what happens when people read (Aebersold and Field, 1997: 17). Barnett (in Aebersold and Field, 1997: 17-18) provides a thorough summary of three main models of how reading occurs. They are bottom – up theory, top – down theory, and interactive school of theorists.

- a. Bottom – up theory argues that the reader constructs the text from the smallest units (letters to words phrases to sentences, etc.) and becomes



automatic that readers are not aware of how it operates. It means that reader have to understand the passage by reading word by word to reach the whole understanding.

- b. Top–down theory argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears. Reader has known about the passage so they just want to know if there is any new information in the passage.
- c. The interactive school of theories argue that both top-down and bottom-up processes are occurring either alternately or at the same time. It describes a process that moves both bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level, motivation strategy use, and culturally shaped beliefs about reading. Reader use both model in their reading activity depend on the situation that they faced.

### **3. Techniques of Reading**

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Francoise Grellet (1998: 40) summarized as follows:

- a. Skimming: quickly running one's eyes across a whole text ( an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.
- b. Scanning : reading quickly going to a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1996: 100). The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 1994: 293)
- c. Extensive Reading : reading longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive Reading : reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

#### **4. The Definition of Reading Comprehension**

Reading can't be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Bloomfield taxonomy, there is a level of cognitive domain namely comprehension that is a type of understanding such that the individual knows what is being communicated. Comprehension takes place while the person is reading and it

needs a set of skills that let him find information and understand it in terms of what is already known. This idea is supported by Yoakam cited in Smith (1961: 213) who state that: “Comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity”.

Comprehension is the mind act or power of understanding (Hornby, 1987: 174). Therefore reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on the reader’s experiences and prior knowledge. In line with Hornby, Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Grellet emphasizes the importance of obtaining the required information in reading

Comprehension refers to an active mental process. When one reads something he actively goes along to comprehend what the writer’s intended message by predicting, evaluating, selecting significant details, organizing, etc. In this case, a crucial factor that influences comprehension is the importance of the reader’s background knowledge (Heilman as quoted by Widdowson, 1978)

According to Howell, et al. (1993:182), reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. While Adam (in Howel, Fox, Morehead, 1993:182) states that reading

comprehension is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language along with executive - control strategies, to understand the text.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

### **5. Factors Affecting Comprehension Skills**

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Aebersold and Field (1997: 23) have compiled a list of factors that influence reading in second language learning. They are:

- a. Cognitive development and cognitive style orientation at the time of beginning L2/FL study
- b. Language proficiency in the L1
- c. Metacognitive knowledge of L1 structure, grammar, and syntax
- d. Language proficiency in an L1/FL
- e. Degree of difference between the L1 and an L2/FL (writing systems, rhetorical structures, appropriate strategies).
- f. Cultural orientation

As the result of reading process, there are also some factors that influence the students in their reading. Some experts have identified a number of factors affecting comprehension skill. One of them are Dawson and Bamman (1967: 220-223). According to them, there are five factors which affect the comprehension skill. They are:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand and depth of their understanding will be largely dependent upon his general capacity to learn.

b. Experience

Students with limited experience may have difficulty in comprehending many of the ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills

d. Interest and interest span

It is truism that we all respond quickly to what we read if we are interested in the topic or at least familiar with it. The interest span is related to personality

factors; a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passages.

e. Skills of comprehending

Another obvious factor, which influences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

## **6. Level of comprehension**

As teachers of English as second language, the teacher should be aware that the primary objective of reading is comprehension or being able to find meaning in what is read. However, some teachers may not be aware that the comprehension questions they formulate only test students' ability to understand and recall ideas and information directly stated in the given text.

According to Kennedy (1981: 218) the skills of comprehension are grouped under three major divisions of reading: literal, inferential, and critical. While, Burns, Roe and Ross (1984: 177) propose four levels in reading

comprehension: literal reading, interpretative reading, critical reading and creative reading. The explanations of these levels are as follows:

a. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher-level understanding. Kennedy (1981: 218) explains that literal reading is related on *what a writer says*. Literal reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection. According to Burns, *et.al.* (1984: 177) there are some bases of literal comprehension; they are recognizing stated main ideas, stated details, stated causes and effects, and sequences. Here is the explanation:

a.1 Recognizing stated main ideas

As we discussed earlier, the main idea of a paragraph is the central thought around which a whole paragraph is organized. It is often, but not always, expressed in a topic sentence.

a.2 Recognizing stated details

The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas,

causes-and-effect relationships, inferences, and so on are built. Recognizing details is also important in completing exercises under the topics 'sequence' and following "directions".

#### a.3 Recognizing stated cause and effect

Recognizing and understanding the cause-and-effect relationship in a written passage is an important skill. It is considered a literal skill when the relationship is explicitly stated.

#### a.4 Recognizing sequence

Sequence-the order in which events in a paragraph or passage occur-is signaled by time-order words such as *now*, *before*, *while*, *when*, *yet*, *after*, and so on.

#### a.5 Following directions

The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence; therefore, some of the exercises under those headings are appropriate to use in teaching children to follow written directions.



## b. Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. Kennedy uses the name inferential comprehension. Kennedy (1981: 224) looks inferential comprehension as about *what the writer means*. He argues that writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings. The often-used term reading between the lines refers to extracting the implied meanings from a selection. He adds that there are at least four skills are essential for effective use of inferential reading: (1) finding implied meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term, Burns, *et.al* (1984: 183) uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated. They propose some skills for interpretative reading includes:

### b.1 Inferring main ideas of passages in which the main ideas are not directly stated

For some selections readers must infer the main idea related details. The teacher should model the thought process students need to follow in deciding upon the main idea of a selection before asking them to try this independently. The teacher should compare each of the possible choices to the details in the selection, rejecting those that fail to encompass the details. As students practice and become more proficient at identifying

implied main idea in their own words. Teacher can increase passage length as the children gain proficiency, beginning with paragraphs that do not have directly stated topic sentences and moving gradually to entire selections.

#### b.2 Inferring cause and effect relationships when they are not directly stated

Sometimes a reader needs to be able to infer a cause and effect that has been implied in the material. Brainstorming about causes and effects out loud may help children develop more skill in this area.

#### b.3 Inferring referents of pronouns

Writing seldom, if ever, explicitly states the connection between a pronoun and its referent, so the task of determining the referent is an inferential one. Margaret Richek in Barnitz (in Burns,*et.al*, 1984: 187) found that, given and sentence paraphrase choice such as the one shown below, children understood the repeated subject most easily, the pronominalized from next, and the deleted from least easily.

Bill saw Jane, and Bill spoke to Jane.

Bill saw Jane, and he spoke to her.

Bill saw Jane and spoke to her.

John Barnitz (in Burns,*et.al.* 1984: 187) says that he found the students recalled structures in which the referent was a noun or noun phrase more easily after reading than ones in which the referent was a clause or sentence.

Mark wanted an ice-cream cone, but didn't have enough money for it.  
(noun phrase referent)

Mike plays the guitar for fun, but he does not do it often (sentence referent)

John Barnitz adds that children found it easier to remember structures in which the pronoun followed its referent than in which the pronoun came first.

Because it was pretty, Marcia wanted the blouse.

Marcia wanted the blouse because it was pretty.

Teachers should present these structures in the order of difficulty indicated by the studies just cited. They should explain the connections between the pronouns and referents in a number of examples before giving students exercises in which to make relationship themselves.

#### b.4 Inferring referents of adverbs

At time adverbs refer to other words or group of words without an explicitly stated relationship. Teachers can explain the relationship and

using examples and then let children practice making the connections independently.

I'll stay at home, and you come here after you finish. (In this sentence, the adverb *here* refers to *home*)

#### b.5 Inferring omitted words

Sometimes in writing, words are omitted and said to be “understood”, a structure known as ellipsis. Ellipsis can cause problems for some students, so again teachers should provide examples and explain the structure and then give children practice in interpreting sentence.

Are you going to the library? Yes, I am. (In the second sentence, the words *going to the library* are understood.)

Who is going with you? Bobby. (The words *is going with me* are understood)

After this structure has been thoroughly discussed, students may practice by restating the sentences, filling in the deleted words.

#### b.6 Detecting mood

Certain words and ways of using words tend to set a mood for a story, poem, or other literary work. Children have to discuss how certain words trigger certain moods, for example: *ghostly, deserted, haunted, howling*

(scary); *lilting, sparkling, shining, laughing* (happy); *downcast, sobbing, dejected* (sad).

#### b.7 Detecting the author's purpose in writing

Writers always have a purpose for writing: to inform, to entertain, to persuade, or to accomplish something else. Teachers should encourage their students to ask, "Why was this written?" by presenting them with a series of stories and explaining the purpose of each one, then giving them other stories and asking them to identify the purposes.

#### b.8 Drawing conclusion

In order to draw conclusions, a reader must put together information gathered from several different sources or places within the same source. Cartoons can be used to good advantage in developing this comprehension skill. Another way to help to draw conclusions is to ask questions about sentences that imply certain information.

#### c. Critical Reading

Kennedy (1981: 232) says that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted (inferential reading), the reader is ready to evaluate it, to make judgments as to its application, accuracy, validity, and worth. This is what he called critical reading. While Burns, *et.al.*(1984: 190) state that critical reading is evaluating written material-comparing the ideas discovered in the material with

known standards and drawing conclusions about the accuracy, appropriateness, and timeliness. Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important.

Some consideration related to critical reading are about the author and materials. Dealing with the author, the mature critical reader must consider and evaluate the person who wrote the material, considering the four categories that follow:

c.1 Author's purpose

The critical reader will try to determine whether the author wrote the material to inform, to entertain, to persuade, or for some other purpose.

c.2 Author's point of view

The critical reader will want to know if the writer belonged to a group, lived in an area, or held a strong view that would tend to bias any opinions about a subject in one way or another.

c.3 Author's style and tone

The author's style is the manner in which he or she uses vocabulary (vividness, precision, use of emotional words, use of figurative language) and sentence structure (the order within the language).

c.4 Author's competence

The reliability of written material is affected by the competence of the author to write about the subject in question. To determine the author's competence, students should consider his or her education and experience.

Dealing with the material, to comprehending the material literally, the critical reader needs to be able to determine and evaluate some things.

#### c.5 Timeliness

The critical reader will wish to check the date that the material was published, because the timeliness of an article or book can make a crucial difference in a rapidly changing world.

#### c.6 Accuracy and Adequacy

Nonfiction material should be approached with this question: "Are the facts presented here true?" The importance of a good background of experience evident here. A reader who has a previous experience with the material will have a basis of comparison not available to one lacking such experience.

#### c.7 Appropriateness

Critical readers must be able to determine whether the material is suitable for their purposes. A book or article can be completely accurate and not be applicable to the problem or topic under consideration. Facts are statements that can be verified through direct observation, consultation of official records of past events, or scientific experimentation. And for

various reasons, opinions cannot directly be verified. Knowledge of key words that signal opinions, such as *believe, think, seems, may, appears, probably, likely, and possibly*, can be extremely helpful to readers.

#### c.8 Recognition of propaganda techniques

Elementary school children, like adults are constantly deluged with writing that attempts to influence their thinking and actions. Some of these materials may be used for good purposes and some for bad ones. Since propaganda techniques are often utilized to sway people toward or away from a cause or point of view, children should be made aware of them so that they can avoid being unduly influenced by them.

#### d. Creative Reading

Burns, *et.al.* (1984:198) say that creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. Helen Huus (in Burns,*et.al.* 1984: 198) says that it is concerned with the production of new ideas, the development of new insights, fresh approaches, and original constructs.

Creative readers must be skilled in the areas discussed as follows:

##### d.1 Cause and effect



Creative readers must understand cause-and-effect relationship in a story so well that they know why a character acts as he or she does at a particular time.

#### d.2 Visualization

By vividly visualizing the events depicted by the author's words, creative readers allow themselves to become a part of the story—they see the colors, hear the sounds, feel the textures, taste the flavors, and smell the odors described by the writer. They will find that they are living the story as they read.

#### d.3 Making value judgments

Creative readers need to be able to determine whether actions of characters are reasonable or unreasonable.

#### d.4 Solving problems

Creative readers related the things as they read to their own personal problems, sometimes applying the solution of a problem encountered in a story to a different situation.

#### d.5 Predicting outcomes

In order to predict outcomes; readers must put together available information and note trends, and then project the trends into the future, making decisions about what events might logically occur next. A creative reader is constantly predicting what will happen next in the story, reacting

to the events he or she is reading about and drawing conclusions about their results.

#### d.6 Improving story presentation

Creative readers may be able to see how a story could be improved in order to make it interesting.

#### d.7 Producing new creations

Art, drama, and dance can be useful in elaborating on what students read. By creating a new ending for a story, adding a new character, changing some aspect of a character, or adding an additional adventure within the framework of the existing story, students approach reading creatively.

## **7. Strategies for Improving Comprehension Skill**

Many strategies can be used effectively to develop comprehension skill. Some are important to building background; others are useful for teaching the technical comprehension skills and overcoming specific difficulties. Although the teacher's manual supplied with basal reading text suggests many approaches for developing reading ability, teachers should understand the process well enough to develop their methods and techniques.

There are general principles of instruction which can be used as guides in implementing programs to develop the abilities which make up the specific skills

of comprehension. According to Kennedy (1984: 197-198), those named below are representative and could be used profitably in most classroom,

a. Encouraging the use of oral language

Any activity that increases facility in speaking and understanding spoken language will aid in developing a background for comprehension and there should be ample time for classroom discussion, conversation, and oral reporting.

b. Motivating pupils

Pupils must want to read if they are to develop comprehension. Each class period can provide opportunities for enlisting their interest in the materials and exercises being used, planning objective to be attained, and doing independent reading. If a pupil can be convinced of a personal need to read, instruction will be much less difficult.

c. Providing practice in reading easy material

Nothing will facilitate the development of comprehension more than relevant practice. Systematic exercises should involve reading materials that are within the experience and achievement range of a reader. Unsuitable materials not only keep the thought process intact, they develop increased speed of recognition, which goes hand with comprehension.

d. Encouraging purposeful reading

A major reason young readers fail to comprehend is that they do not have specific purposes in mind when they scan or read material. Unless they have a reason for reading, they have no incentive to remember the content.

e. Stressing vocabulary development

Meager sight and recognition vocabularies make comprehension difficult. A sight vocabulary extensive include 90 percent of the words contained in reading matter usually is required for adequate understanding. One of the surest ways to increase comprehension is to plan a program of vocabulary development that will stress sight and independent word recognition, as well as understanding of words.

## **8. A Construct for Reading Comprehension Ability**

From the explanation above, it can be concluded that reading is a means of communication between the reader and the writer so that the reader knows what the writer's purpose. The writer puts down the symbols that represent a language which one understands, then, the reader reads these graphic symbols as the message representation.

Reading comprehension ability is one's ability to understand written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

There are four aspects of comprehension ability, namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. Furthermore, the indicators of students' reading comprehension

ability measured by the skills of comprehension as follows: a.) literal comprehension, b.) interpretative comprehension, c.) critical comprehension, and d.) creative comprehension.

In this research, the writer limit the aspect of comprehension ability as follows: Literal comprehension covers recognizing main ideas, recognizing stated details, guessing the meaning of unfamiliar words, and recognizing sequences. Interpretative comprehension covers inferring unstated details, inferring referents, detecting mood, and drawing conclusion. Critical comprehension covers the ability in recognizing the author's purpose. While, creative comprehension covers the ability in producing new ideas.

## **B. Review on Printed Mass Media**

### **1. Definition of Printed Mass Media**

Many experts have defined about the definition of media. Gagne and Briggs (1979: 175) give their opinion that media is the physical means of communication (book, printed modules, programmed texts, computers, slide/tape presentation, film, videotapes, and so on) which enable students to learn

Reading meets needs, which the newer media cannot fully satisfy, Gray and Rogers (1956) in De Boer (1964: 4) have expressed this thought well:

It is an indispensable factor in modern life, interwoven with work, recreation, and other activities of young people and adults. It's great value lies in two facts; printed materials provide the most illuminating

and varied record of human experiences that are now available; and they can be examined and restudied time and again at the readers' convenience in acquiring clear understandings in developing rational attitudes and in reaching sound conclusions. Some of these values can not be attained so effectively through other media because the individual is not free to pause and deliberate at will.

Mass media as part of visual aids are used as teaching aid in teaching English at junior high school. It gives a lot of contribution because with mass media, the teacher can find authentic texts that are used for reading material. According to Michael (1998: 14), the mass media teach, and their lessons are cumulative. Another expert Emery, Ault and Agee (1968: 12) give their opinion about another advantage of using mass media as the teaching aid. They say :

“The mass media have a common need for men and women with creative minds, who can use words and pictures effectively to transmit information and ideas. This is the true whether the communication is intended to enlarge the recipient's knowledge, entertain him or convince him through advertising that he should purchase a commercial product or service.”

Generally, there are two types of mass media. First, electronic media consisting of television, radio, internet, and so forth. Second, printed media or press covering newspaper, magazine, bulletin, etc. In this thesis, the writer limits

mass media only on magazines, especially teenage magazines. They are C' n S, FUN, Hello and HighEndTeen magazines.

## **2. Definition of Magazine**

Magazines are printed media besides newspaper, books, pamphlets, direct mail, and billboards. Magazines can be found in many countries with many types and size. Mott (1996) says, “magazine may be defined as bound pamphlets, published periodically. They are issued in various sizes with a variety of formats and contain miscellaneous subject matter which frequently has entertainment as it's primary objectives”.

According to Michael (1998: 498), a magazine is a living-breathing organism and must meet its readers' needs in more fundamental, more emotional, and more empathetic ways. Magazines are cheap and magazine will have to continue to offer an intelligent perspective on the world.

In contrast to the daily newspaper, magazine have several strong points. Magazine never appears more frequently than once a week. Thus, they have more time to dig into issues and situation than daily newspaper, and consequently they have a better opportunity to brings events into focus and interpret their meaning (Emery, 1968: 251)

From the explanation above, magazines can give authentic information that contains a wide variety of text types, language styles easily found as a reading materials, contain many stories, and lots of advertisement that sell products.

a. Advantages of Magazine

- Can select targeted audiences
- Ad size flexibility
- High quality printing
- Prestigious editorial environment
- Long life – prospect keep magazines and reread them
- Magazines provide authentic information that contains a wide variety of text type
- Language styles easily found as reading materials and specialized reading on a variety of topics.

b. Disadvantages of Magazines

- Wide geographic circulation usually cannot be used to limit recruiting to specific area
- Long lead time for ad placement
- Costs can be high

(<http://www.ga.unc.edu/NCCN/recruitmentandretention/youth/docword/Advantages%20and%20Disadvantages%20of%20the%20Major%20Types%20of%20Media.doc>).



### **C. Rationale**

As mentioned previously, reading is a complex process, which involves reader's interpretation and comprehension of the idea, symbolized by written or printed language. Therefore, it is very crucial to make the students aware about the language in the text. And it is also important to use suitable media in teaching reading due to the importance of English in the field of life.

The main goal of teaching reading is improving reading comprehension, which is the students' competence in comprehending the passage. Reading includes not only moving out eyes from printed passage, but it needs comprehension of the text material. And in this thesis, the writer uses texts from magazines as reading materials.

The use of printed materials especially magazines can be a suitable media in teaching English for junior high school students since magazines appear in interesting materials and contain several kinds of information which are related to the fact about real life. Besides that, magazines are also provided with information about hobbies, music, gossip about artist, several advertisement, etc. All of the content of magazines are usually interesting for the reader because its appearance in full color, full picture, etc. and, usually young learners are interested in pictured or colored materials. The use of different text types develops a variety of reading styles, encourages reading for different purposes and familiarizes learners with the features of the different text types. So, it is assumed that the use of text in magazines can improve students' reading comprehension.

#### **D. Hypothesis**

Based on the basic assumption above, the hypothesis can be formulated as follows: the use of printed mass media can improve students' reading ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

This research is conducted in SMP N 3 Colomadu Karanganyar. The school is located on Jl. Bandara Adi Sumarmo, Kecamatan Colomadu, call (0271) 781135 Karanganyar 57177. Exactly, SMP N 3 Colomadu is bordered by some buildings. There are SMP N 2 Colomadu on the east side, Wiraloka Building and Tirta Angkasa swimming pool in the west side, and inhabitant's housing on the north and the south side. The location of SMPN 3 Colomadu is in the major street in Colomadu, so the location of the school is very strategic. It involves one class of the eighth grade. The research is conducted through teaching and learning process in the classroom. The research will be held in February – March 2009 by implementing the use of printed mass media, especially magazines, as the teaching materials.

SMP N 3 Colomadu has three grades of class. They are the seventh grade, the eighth grade, and the ninth grade. Each grade consists of seven classes. Besides twenty one classrooms, the other rooms are headmaster office, teacher office, administration office, library, laboratory, computer room, language room, and mosque.

## **B. Research Subject**

The subject of the research was the eighth grade students of SMP N 3 Colomadu. The eighth grade is divided into seven classes. They are class VIII A up to VIII G. In this research, the writer chose VIII G. This class consists of 36 students. They are 20 boys and 16 girls.

The researcher chose this class because from the fact and the result of pre-observation, it was shown that the students' interest and achievement of reading was still low.

## **C. Research Method**

In conducting the study, the writer uses action research. As a starting point, it is necessary to present a definition of action research. Burn (1999: 30) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen. In line with Burns, Bogdan and Biklen in Burns (1999: 30) state that action research is systematic collection of information designed to bring about social change.

Defined by Wiersma (2000: 11), “ action research is a research usually conducted by teachers, administrators, or other educational professionals for solving a specific problem or for providing information for decision making at the

local level”. The research designed to overcome the real problems, which are not confined to a particular methodology or paradigm with effective ways. According to Wallace (1998: 15), action research is the process of answering question by using various kinds of evidence in some kind of reasoned way.

Action research might be defined as the study of social situation with a view to improve the quality of action within it. It aims to feed practical judgement in concrete situation and the validity of the theories or hypotheses, it generates depends not so much on scientific test of truth as on their usefulness in helping people to act more intelligently and skillfully (Elliot; 1991: 69). Meanwhile, Arends (1998: 512) states that action research is the process of asking questions, seeking valid and objective answers and knowledge that has immediate application.

Nunan (1992: 229) states that action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative.

Kemmis and Mc Taggart (1988) in Nunan (1992: 17) state that there are three characteristics of action research; firstly, it is carried out by practitioners rather than outside researcher; secondly, that is collaborative; and thirdly, it is aimed at changing things.

Mills (2000: 5) defines action research as a systematic inquiry done by teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school

operates, how they teach and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general) and also developing students' outcomes and the lives of other involved.

Burns (1999: 30) suggests a number of common features which can be considered to characterize action research:

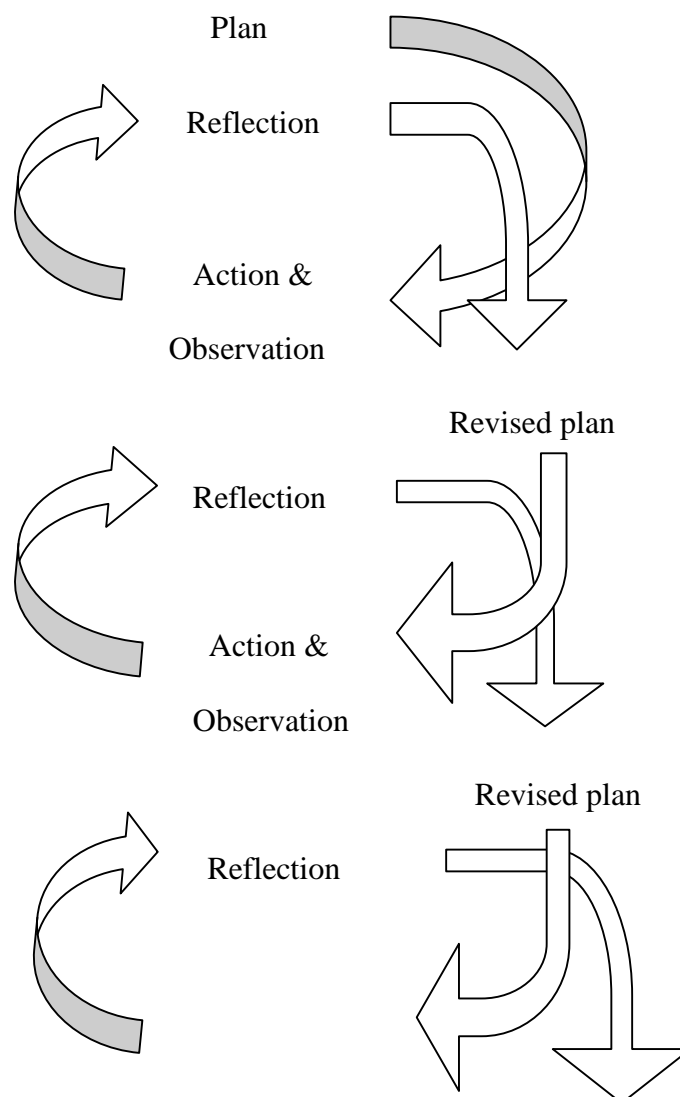
1. Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation,
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

From the definition above, it can be summarized that action research is the systematic study of efforts to overcome educational problems or to change things related to educational problems for improvement. It is done by practitioners or teachers, or in collaboration of teacher and researcher by means of their own practical action and their own reflection upon the effect of those sections.

Action research here uses the model developed by Kemmis and McTaggart in Burns (1999: 32). According to the model, the implementation of the action research includes four steps. They are as follows:

- a. Identifying problems and planning the action
- b. Implementing the action and observing or monitoring the action
- c. Reflecting the result of the observation, and
- d. Revising the plan for the following step

Based on Hopkins views (1993: 48) the model of Kemmis and McTaggart can be illustrated as follows:



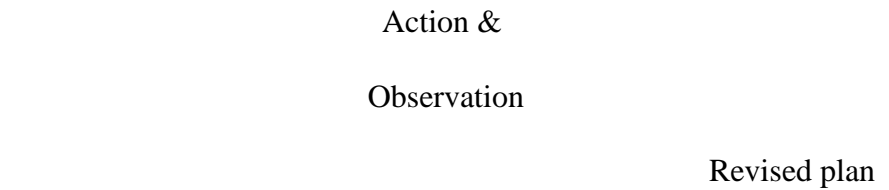


Figure 1. The model of Action Research of Kemmis and McTaggart

According to Kemmis and McTaggart in Anne (1999:32), action research occurs through a dynamic and complementary process consisting of four essential moments of planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process.

Each moment will be explained as follows:

a. Moment of planning

It is a process to develop a plan of critically informed action in order to improve what is already happening.

b. Moment of action

It is an act to implement the plan.

c. Moment of observation

It is a process of observing the effects of critically informed action in the context in which it occurs.

d. Moment of reflection

It is reflecting process on these effects as the basis for further planning; subsequent critically informed action and so on, through a succession of stages.



### **D. The Procedure of Action Research**

The model of action research above is the framework in undertaking a classroom action research. The four steps can be expanded into six steps, namely: 1) identifying the problem, 2) planning the action, 3) implementing the action, 4) observing or monitoring the action, 5) reflecting the result of the observation, and 6) revising the plan for the following step. Those six steps form one cycle.

#### **1. Identifying the problems**

The writer tries to identify the problems by doing pre- observation in the school. The Pre- observation activities are interview with the teacher, interview with the students and pre – test. The problem refers to the students' reading ability in comprehending a text.

#### **2. Planning the action**

The writer prepares everything related to the action that will be implemented, that is she prepares the magazines, selects the suitable texts for the eighth grade students (teenage magazine: HighEnd teen, C' n S, Fun and Hello), copies the text, makes the lesson plan and prepares the test. The writer plans to conduct three meetings in the first cycle and two meetings in the second cycle.

#### **3. Implementing the action**

The writer implements the teaching and learning activity in the classroom by using texts from magazines. In this case, the writer

chooses the topic that is suitable to the reader's world, such as :  
music, sport, and film.

4. Observing/ monitoring the action

The writer observes all activities in the teaching and learning process while the technique of teaching reading by using printed mass media is being carried out.

5. Reflecting the result of the observation

The writer makes an evaluation on all she has observed to find the weaknesses and the strengths of the teaching activities already carried out. Besides, the writer observed the students' progress during the teaching and learning process.

6. Revising the plan

Based on the result of the observtion and reflection, the writer revises the plan for the next cycle(s).

### **E. The Technique of Collecting the Data**

In this classroom action research, the researcher collected the data using qualitative and quantitative method. Mason and Bramble (1997: 42) say that action research is designed to uncover effective ways of dealing real world problems. Action research is not confined to a particular methodology or paradigm. The action research may utilize qualitative or quantitative methodology or a mixture of both. The technique itself is as follows:

First, the technique of collecting the data by using qualitative method. Qualitative method consists of observation, fieldnotes and interview.

1. Observation

The researcher did an observation dealing with the real situation of the teaching and learning process.

2. Fieldnotes

Notes or field notes are descriptions and accounts of events in the research context which are written in relatively factual and objective style (Burns, 1999: 87). The researcher made notes in each observation done. The researcher made notes to all activities during the lesson and also noted about the students' reaction and response to the learning.

3. Interview

The teacher conducted interviews from pre-research, in the process of action and at the end of the research. The researcher made interviews to the teacher and the students. In the pre-research, the researcher made interviews in order to know what problems both the teacher and the students faced especially in reading lesson. The interviews were given in the process of the action and at the end of the research aimed to know how far the action influences the students' reading comprehension.

Second, the technique of collecting the data using quantitative method is a test. In this research, the researcher used the objective test type for both pre-test and post-test. The result of the test was analyzed to know the students ability on reading comprehension. The result could indicate whether the use of text from mass media especially magazines as the teaching materials was effective or not.

### **F. The Technique of Analyzing the Data**

In analyzing qualitative data, the researcher analyzed the result of the observation done during the teaching and learning process by using Constant Comparative Method as suggested by Strauss and Glesser in Moleong (2004: 288-289). They say in general, the data analysis includes data reduction, data classification, data synthesis, and ended by action hypothesis. They are as follows:

#### **1. Data Reduction**

- a) Unit identification. It is done by identifying the smallest unit which is found in the data. It must have closed relationship with the research problems.
- b) Having got the unit, the next step is making codification. It means that every unit must be coded in order to be known where the data come from.

#### **2. Categorization**

- a) Categorization arrangement. It is aimed at choosing every unit which has the same characteristics.

- b) Every category must be labeled.

### 3. Synthesis

- a) To synthesize means to look for relationship between one category to another.
- b) Then related one category to the others must be given a label again.

### 4. Stating 'Action Hypothesis'

Formulate a proportional statement that comes from the data.

In analyzing the data, the writer investigated the field notes made regularly by the writer. The classroom action research in this study would be successful if there was an improvement of students' reading comprehension. The success could be seen when the students could do the test. Besides, the students' response and reaction to the lesson was better than before where they enjoyed and felt comfort in learning reading comprehension in the classroom.

The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. In analyzing the data in the form of numbers as the result of the test, the researcher found the mean scores of the pre-test and the post-test. Then, the researcher compared those scores. The improvement could be seen from the score in post-test which was higher than the score in the pre-test.

The mean scores of pre test and post test can be calculated with the formula as follows:

$$\bar{X} = \frac{\sum X}{N} \qquad \bar{Y} = \frac{\sum Y}{N}$$

in which:

$\bar{X}$  = Mean of pre-test scores

$\bar{Y}$  = Mean of post-test scores

N = Number of pairs

Furchan (2004: 158)

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

This chapter discusses the result of the research. This chapter describes some findings and discussion about the use of printed mass media especially magazine in reading comprehension. This chapter covers research implementation and discussion. Each cycle of the research implementation which consists of planning, acting, observing and reflecting activities is described in this chapter.

#### **Introduction**

From the pre-observation and interview done in pre-research, the researcher found the fact that the eighth grade of junior high school students of SMP N 3 Colomadu had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score. There were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

The cause of the problem came from the teacher, the students, outside the teacher and the students. From the teacher's side, the teacher's way of teaching reading affected the students' reading comprehension. Speaking too fast, unclear explanation and monotonous technique used by the teacher discouraged students to learn reading. The teacher still used ordinary way in almost everyday teaching and learning process. She just asked the students to read certain text in the book or students' exercises book (LKS), and then he asked them to do the task following the text. The monotonous process of learning made students discourage to learn.

From the students' side, the causes came from students' reading type, students' reading style, students' reading habit, and also students' reading knowledge. First, most of the students had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. Second, almost all students also had the same style in reading activity. They said that they preferred to read alone with consideration that they felt convenient and could concentrate better. They did not try to discuss the text and it made them face their own difficulties. Third, the students' reading habit was bad. The students had a little allotment of time to read English text. There were many students that still did not use chance to read English text either at school or in English lesson itself. Fourth, from the students' reading knowledge, there were some causes: the limited vocabularies, sentence construction within paragraph, difficulties in finding the main idea and difficulties in making conclusion of the text.



The next cause was from the outside of the teacher and the students. It came from the material and the atmosphere of the class. The material used was not interesting, such as the text containing unfamiliar words, made the students feel burdened and hard to learn. Besides, the unsupported classroom atmosphere was a negative contribution to students' learning.

In this action, the writer had some targets to achieve by using texts from magazines in teaching reading. In accordance with what had been mentioned above, the first target dealt with academic achievement that was the improvement of students' reading comprehension, the target score is 7.5. The second one was to improve students' interest and motivation by using interesting materials

### **A. Research Implementation**

In this classroom action research, the researcher was an active participant teacher and observer. The researcher conducted the action research in two steps. First, she did the pre-research and then she conducted the action research. In this research, the implementation was held in two cycles. Each cycle included several meetings; each meeting took about 80 minutes. The researcher divided first cycle into three meetings. It was conducted on March, 2<sup>nd</sup> 2009, March, 4<sup>th</sup> 2009 and March, 11<sup>th</sup> 2009. In this cycle, the writer used two text types. They are narrative text for the first and the third meeting and recount text for the second meeting. The topics are fairy tales and popular. The second cycle was conducted on March, 18<sup>th</sup> 2009 and March, 23<sup>rd</sup> 2009. In this second cycle, the researcher also used two text types, namely recount and narrative text types.

The topics are sport and fable. Each cycle in this action research consists of six steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action and revising the plan. The writer can explain each part as follows:

## **1. Cycle 1**

### **a. Identifying the Problems**

Before the researcher implemented the research, she had done some pre-observation. From the pre-observation and interview done in pre-research, the researcher found the fact that the eighth grade of junior high school students of SMP N 3 Colomadu had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score. There were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

### **b. Planning the Action**

With consideration of the facts explained above, the writer planned and chose different kinds of materials' resources to solve the problem. The writer chose to use material from magazines which are related to their daily life in teaching reading. The writer believed that teaching reading using texts from magazine would improve the students' reading comprehension and changed their assumptions toward English lesson especially in reading comprehension. She prepared the research instrument based on the syllabus. She also prepared materials which supported the action, like: observation sheets and camera.

The researcher constructed some lesson plans that consisted of three terms. They are opening, main activity, and closing. The steps took 80 minutes in one meeting. She prepared the texts from "**FUN, HighEndTeen, Hello, and C'nS** magazines". The theme was narrative and recount text. In the first cycle, the writer plans to have three meetings. The first meeting uses a narrative text with the topic "fairy tale", the second meeting uses a recount text with the topic "popular" and the third meeting uses a narrative text with the topic "fairy tale".

### **c. Implementing the Action**

#### **1) First Meeting (09.50 a.m – 11.10 a.m)**

##### **a. Opening**

The first meeting was conducted on Monday March, 2<sup>nd</sup> 2009. Beginning the lesson, the researcher as the teacher, greeted the students and

checked students' attendance. The researcher tried to create a good atmosphere by telling to the students that the day's activities would be reading lesson by using text from magazine.

#### b. Main activity

Firstly, the researcher distributed copies of text from "**FUN**" magazine. The title of the text was "*Rapunzel*". In the first meeting the researcher would present about narrative text.

Secondly, the researcher explored the students' knowledge about the topic by giving some pre-readings' questions. The questions such as "*What is a narrative text?*", "*What is a fairy tale according to you?*", "*Do you like reading a fairy tale?*", "*Can you mention some fairy tales that you've heard before?*", and "*Do you enjoy reading a fairy tale?*". At the first meeting, the students seemed still nervous joining class with the researcher as their English teacher. So that the students were rather ashamed of answering the teachers' questions.

Thirdly, the researcher distributed worksheets to the students. The researcher asked one of the students to read the text in the worksheet. While reading the text, the student still had mistakes in pronouncing some words. The teacher gave the example of how to pronounce the word correctly. After reading the text, the researcher asked the students to identify the difficult words. Some of the students tried to identify, but some of them just stay calm or cheat with their classmates. After identifying the difficult words, the researcher help the students to translate the word by giving clue or gesture. Then, the researcher explained

what is a narrative text, including its purpose, generic structure and language feature.

After explaining about narrative text, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the teacher asked the students to answer the questions, the researcher pointed the students to write the answer on the whiteboard one by one. And as post-reading activity, the researcher asked the students to make a short narrative text at home as homework.

#### c. Closing

Having finished conducting the first meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading narrative text. When the researcher found that the students had understood the lesson, she closed the class.

### **2) The Second Meeting (07.50 a.m – 09.10 a.m)**

#### a. Opening

The second meeting was conducted on Wednesday March, 4<sup>th</sup> 2009. The researcher opened the lesson by greeting and checking the students' attendance. Besides, the researcher reminded and checked the students understanding about the previous topic which is narrative text. Also, the researcher asked the students to collect their homework from the previous meeting. After that, she continued teaching the next reading text.

b. Main activities

Firstly, the researcher distributed copies of text from “**HighEndTeen**” magazine. The title of the text was “*The Singing Flower*”. In the second meeting the researcher would present about recount text.

Secondly, the researcher explored the students’ knowledge about the topic by giving some pre-readings’ questions. The questions such as “*Who is your favourite singer?*”, “*Why do you like him/her?*”, “*Do you know Bunga Citra Lestari?*”, “*What do you know about her?*”, and “*Have you ever heard her song?*”. At the second meeting, the students seemed rather familiar with the researcher. So that there is intimate situation between the researcher and the students.

Thirdly, the researcher distributed worksheets to the students. The researcher asked two of the students to read the text in the worksheet. One student read the first paragraph and one student read the second paragraph. While reading the text, the students still had mistakes in pronouncing some words. The teacher gave the example of how to pronounce the word correctly. The students listened and repeated after her. Then, the researcher explained what is a recount text, including its purpose, generic structure and language feature.

After explaining about recount text, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the teacher asked one of the students to answer the questions by writing down it on the whiteboard. For the next number, the teacher pointed other students and so on. Actually they

still had difficulties in translating some words from Indonesia to English or vice versa. The second task were group activity, one group consist of four students. And as post-reading activity, the researcher asked the students to make a recount text as homework with the theme was their last holiday experiences.

c. Closing

Having finished conducting the second meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the topic of todays' lesson together with the students in order to review the students' understanding in reading recount text. When the researcher found that the students had understood the lesson, she said goodbye.

**2) The Third Meeting (09.50 a.m – 11.10 a.m)**

a. Opening

The third meeting was conducted on Wednesday March, 11<sup>th</sup> 2009. As usual, beginning the lesson, the researcher greeted the students and checked students' attendance. Besides, the researcher reminded and checked the students understanding about the previous topic which is recount text by giving some questions orally. Also, the researcher asked the students to collect their homework from the previous meeting. After that, she continued teaching the next reading text.

b. Main activity

Firstly, the researcher distributed copies of text from “**C’nS**” magazine. The title of the text was “*Happily N’ever After*”. In the third meeting the researcher would present about narrative text.

Secondly, the researcher explored the students’ knowledge about the topic by giving some pre-readings’ questions. The questions such as “*What is a narrative text?*”, “*What is a fairy tale?*”, “*Do you like reading a fairy tale?*”, and “*Can you mention some fairy tales that you’ve heard before?*”. At the third meeting, some of the students had prepared themselves for the lesson of that day.

Thirdly, the researcher distributed worksheets to the students. The researcher asked one of the students to read the text in the worksheet. While reading the text, the student still had mistakes in pronouncing some words. The teacher gave the example of how to pronounce the word correctly. After reading the text, the researcher asked the students to identify the difficult or unfamiliar words. After identifying the difficult words, the researcher asked the students to look for the meaning in their dictionary.

The next activity, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the teacher asked the students to answer the questions, the researcher pointed the students to write the answer on the whiteboard. And as post-reading activity, the researcher asked the students to find a short narrative text from magazine or newspaper as a homework.



### c. Closing

Having finished conducting the third meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading narrative text. When the researcher found that the students had understood the lesson, she closed the class.

### d. Observing and Monitoring the Action

To observe the result of the action done in the cycle 1, the researcher used some techniques: test, interview and observation. The researcher conducted the post-test 1 at the end of the cycle 1 in order to measure how far the improvement the students was made. The improvement of students' achievement could be seen from the mean score of the test. The researcher also interviewed the students. The interview was given with the aim to know how far the action influenced the students' behavior. The next technique was observation. It was done during the teaching and learning process and the data was poured in the field notes.

In cycle 1, there were three meetings. The first meeting of the cycle 1 focused on the skill of recognizing main ideas, recognizing stated details, drawing conclusion, inferring referents, and recognizing sequence. The second meeting focused on the skill of guessing the meaning of unfamiliar words and drawing conclusion. The third meeting focused on the skill of inferring unstated details.

From the explanation of every action above, as the result of the observation of the teaching and learning process and also supported by the test result and interview, there were some improvement on students' reading comprehension. The improvements were in some aspects of reading comprehension. They were the skills in recognizing stated main ideas, recognizing stated details, recognizing sequences, drawing conclusion and guessing the meaning of unfamiliar words.

From observing the teaching learning process in the first cycle, the researcher finds that the use of texts from magazines can motivate the students in learning English, especially in learning comprehending reading texts. It can be seen from their activeness during the lesson when they find difficult words or unfamiliar terms. They didn't reluctant to open their dictionary or raise their hands to ask for difficult words. The class can be controlled although sometimes they are noisy during the lesson. The improvement of the comprehension ability can be seen from the score of pre-test and post-test 1 below,

Table 1. The mean scores of comprehension skills in pre-test and post-test 1

No	Skills	Pre-test	Post-test 1
1	Recognizing main idea	2.7	2.9
2	Recognizing stated detail	1.8	2.0
3	Drawing conclusion	1.7	2.1
4	Inferring referent	3.7	3.7
5	Recognizing sequence	0.7	1.0

6	Unfamiliar words	3.7	3.8
7	Recognizing unstated detail	0.5	0.5

#### **e. Reflecting and Evaluating the Result of the Observation**

After observing and analyzing the result of observation in cycle I, the writer found several positive results and some weaknesses in the first cycle. They were as follows:

##### **1) Positive Results**

- a. There was an improvement of students reading comprehension. It was shown from the result of the first post-test. The mean score for the post-test 1 was 6.5. It was higher than the mean score of the pre-test that was 5.8.
- b. There were changes from students' behavior toward teaching and learning process. It could be seen from students' interest during the lesson. They paid more attention to the teacher's explanation.
- c. The researcher conclude that the text was good enough and suitable for the eighth grade students of junior high school in learning comprehending text, even though some students got difficulty in understanding the meaning of the words.

## 2) Weaknesses

- a. There were some objectives which had not been achieved yet. The students' post test mean score was still low. The skills which had low score were the skills of guessing the meaning of unfamiliar words and drawing conclusion. It's caused by the students who had not understood yet about those skills. They still got difficulties in finding the meaning of unfamiliar words because they still had weaknesses in vocabulary mastery.
- b. Although students were active but there were some students still passive. Some students did not involve in finding the meaning of unfamiliar words by looking for in the dictionary because they did not bring it.

From the result of the reflection above, it can be seen that the action resulted in the positive result and weaknesses. With consideration of those results, the researcher thought that it was important to make the next planning in order to overcome those weaknesses.

## 2. Cycle II

### a. Revised Plan

From the result of observation in cycle I, the researcher wanted to solve the problem. She revised the plan and prepared two meetings for the second cycle. In this cycle, the researcher as the teacher used two different topics. Besides trying to enhance students' reading comprehension ability, this cycle also tried to improve students' activeness. It focused in changing student's assumption toward

English lesson, tried to make it more interesting so they were active and involved in the teaching and learning process. The researcher tried to make intimate situation with the students by turning around the class while the students doing their task in order to avoid noise during the lesson and checking the students activeness in doing their task..

## **b. Implementing the Action**

### **1) The First Meeting (09.50 a.m - 11.10 a.m)**

#### **a. Opening**

The first meeting of cycle II was conducted on Wednesday March, 18<sup>th</sup> 2009. The researcher opened the class by greeting and checking students' attendance. Before the teacher started the lesson, she gave the students some questions dealing with the last topic. It was done in order to check students' understanding about the materials they have learnt; it included its purpose and general structures. Most of them still remembered it.

#### **b. Main activity**

Firstly, the researcher distributed copies of text from "**Hello**" magazine. The title of the text was "*From Injury to Victory*". In the first meeting of the cycle 2 the researcher would explain about recount text.

Secondly, the researcher distributed worksheets to the students. The researcher explored the students' knowledge about the topic by giving some pre-

readings' questions. The question is dealing with the picture in the worksheet.

*“Look at the athletes in the pictures. What can you tell about them?”*

Thirdly, the researcher asked one of the students to read the text in the worksheet. While reading the text, the student still had mistakes in pronouncing some words. The teacher gave the example of how to pronounce the word correctly. After reading the text, the researcher asked the students to identify the difficult words. After identifying the difficult words, the researcher asked the students to look for the meaning in their dictionary.

The next activity, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the teacher asked the students to answer the questions, the researcher pointed the students to write the answer on the whiteboard. Besides, the researcher asked the students to identify the generic structure of the text in the worksheet. The purpose of this activity is to remind the students about recount text and its generic structure. And as post-reading activity, the researcher asked the students to make a short recount text about their latest vacation experience at home as homework.

#### c. Closing

Having finished conducting the third meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading recount text. When the researcher found that the students had understood the lesson, she said goodbye.

## 2) The Second Meeting (07.50 a.m- 09.10 a.m)

### a. Opening

The second meeting of cycle II was conducted on Monday, March, 23<sup>rd</sup> 2009. The researcher started the lesson by greeting the students and asking who were absent. Firstly, the teacher reviewed the previous lesson. The teacher gave some questions to check whether the students still remembered the last topic or not.

### b. Main activity

Firstly, the researcher distributed copies of text from “**FUN**” magazine. The title of the text was “*Madagascar 2*”. In the second meeting of the cycle 2 the researcher would explain about narrative text.

Secondly, the researcher explored the students’ knowledge about the topic by giving some pre-readings’ questions. The questions such as “*What is a narrative text?*”, “*Can you mention some types of narrative text?*”, “*What is a legend?*”, “*What is a fable?*”, and “*What is a folktale?*”

Thirdly, the researcher distributed worksheets to the students. The researcher asked one of the students to read the text in the worksheet. After reading the text, the researcher asked the students to identify the difficult words. After identifying the difficult words, the researcher asked the students to look for the meaning in their dictionary.

The next activity, the researcher asked the students to answer the questions in the worksheet. Having finished the task, the teacher asked the students to answer the questions, the researcher pointed the students to write the answer on the whiteboard. Besides, the researcher asked the students to identify the generic structure of the text in the worksheet. The purpose of this activity is to remind the students about narrative text and its generic structure. And as post-reading activity, the researcher asked the students to find a short narrative text from magazines or newspaper as homework.

#### c. Closing

Having finished conducting the second meeting, the researcher asked to the students whether they have difficulty or not and then she summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading narrative text. The researcher closed the lesson when the bell rang.

#### **c. Observing and Monitoring the Action**

To observe the result of the action done in the cycle 2, the researcher used some techniques which are the same with the technique used in cycle 1; they were test, interview and observation. The researcher conducted the final post-test at the end of the cycle 2 in order to know the students' improvement. The improvement of students' achievement could be seen from the mean score of the test. The next technique was interview. The teacher interviewed the students. The interview was given in order to know how far the action influenced the students



toward the lesson. The observation was done during the teaching and learning process. The data was written in the form of field notes.

From observing the teaching learning process in the second cycle, the researcher finds that the use of texts from magazines can motivate the students in learning English, especially in learning comprehending texts. It can be seen from their activeness during the lesson when they find difficult words or unfamiliar terms. They aren't reluctant to open their dictionary and answer the questions in front of the class. The students also aren't reluctant to cooperate with their friend while doing their tasks. The class can be controlled although sometimes they are noisy during the lesson. In cycle II, there were two meetings. The first meeting of the cycle II focused on the skill of recognizing main ideas. The second meeting focused on the skill of recognizing the author's purpose.

Generally, the improvement of those aspects could be seen from the result of the post-test 2 score. The mean score of the post-test 2 increased from the mean score of the post-test 1. The mean score of the post-test 2 was 7.6. It was higher than the mean score of the post-test 1 that was 6.5.

Like what has been explained in every action above, according to the result of the teaching - learning process, the result of the test and also the result of the interview, there were some improvements on students' reading comprehension. The improvements were in the skill of recognizing stated main ideas, recognizing stated details, recognizing sequences, drawing conclusion and guessing the meaning of unfamiliar words. The improvement of the

comprehension ability can be seen from the scores of post-test 1 and post-test 2 below,

Table 2. The mean scores of comprehension skills in post-test 1 and post-test 2

No	Skills	Post-test 1	Post-test 2
1	Recognizing main idea	2.9	3.2
2	Recognizing stated detail	2.0	2.3
3	Drawing conclusion	2.1	2.3
4	Inferring referent	3.7	3.7
5	Recognizing sequence	1.0	1.3
6	Unfamiliar words	3.8	4.0

#### **d. Reflecting and Evaluating the Result of the Observation**

After analyzing the observation result in cycle II, the researcher found some differences between the result of the action in cycle II and cycle I. In cycle II, there were some positive results and weaknesses which can be explained as follows:

##### **1.) Positive Results**

a) The students still remembered the kind of text taught in cycle I and

cycle II,

b) The researcher could manage the class better than in the first cycle. The researcher gave enforcement to the students. She gave reward by adding

score to the students who could work well. Moreover, the researcher also managed the time and gave instructions in each activity in order to reduce wasting time. It was important not only to make the students involved in the teaching - learning process but also made the time more effective.

## 2.) Weakness

In the teaching and learning process, the students tended to make noise during the lesson. The teacher controlled them to speak not too loud and monitored every activity they done.

The improvement of the comprehension ability can be seen from the mean score of the task in cycle 1 and cycle 2 below,

Table 3 The mean scores of comprehension skills in cycle 1 and cycle 2.

No	Skills	Cycle 1			Cycle 2	
		1	2	3	1	2
1	Recognizing main idea	1.7	0.8	0.8	1.8	0.8
2	Recognizing stated detail	2.8	4.2	5.5	0.8	2.8
3	Guessing unfamiliar word	-	0.8	-	0.8	0.9
4	Recognizing sequence	0.7	-	-	-	-
5	Inferring unstated detail	0.7	-	-	-	-
6	Inferring referrent	2.6	-	-	-	-
7	Drawing conclusion	-	-	0.7	-	-

8	The author's purpose	-	-	-	0.8	-
9	Producing new ideas	-	0.7	0.7	-	-

Based on the result of the observation, the writer came to a conclusion that teaching reading comprehension using materials from printed mass media especially magazines encouraged and made the students more active during the teaching and learning process. The use of printed mass media made the students understand about kinds of text. Moreover, they became familiar with the texts and it made them easier in doing the task. As the result, the students showed that they made good improvement on reading comprehension. Finally, having finished the second cycle the writer discussed the result of the research with the teacher as the final reflection. The researcher and the teacher R decided not to revise the next plan and stop the cycle since the result of the last cycle has shown a good improvement of students' reading ability.

## **B. Discussion**

This part presents the discussion of the research implementation.

### **1. Findings**

After analyzing the research result which was gathered in several sources of data such as fieldnotes, research diary, pre-research observation report, interview report, the score of pre-test and post-test, photograph and lesson plan, the researcher concluded several findings which answered the research question as stated in chapter I. The research findings include the improvement of students'

reading ability and the response of the students when the texts from magazines are being used in reading lesson. The findings are presented in the following table.

Table 4. The findings result

No	Point		Before AR	After AR
1	Factores causing low reading ability	Teacher	Teacher is less creative in choosing materials.	Teacher can use various materials from magazines so that the students didn't feel bored during the teaching and learning process
		Students	Students are passive during teaching and learning process	Students become more active and enthusiastic during teaching and learning process
2	The improvement of students' reading ability	The achievement of students' reading ability test	The achievement of reading ability test was low. The students are not able to comprehend the text well.	The achievement of reading ability test is increased. The students are able to comprehend the text well.

			The mean score in pre-test was 5,8	The mean score in post-test was 7,6
3	The improvement of students learning activity	Students activities during teaching and learning process	Students got bored in the middle of teaching and learning process	Enjoyable and interesting situation.
			Only certain students who were active	Makes all students involve in teaching and learning process
		Students response toward a text	Students got difficulty in comprehending a text	Students solve the problems by opening their dictionary

## 2. Discussion

The last step of action research was discussing the result of the research with the teacher R as a final reflection. Teacher R and the researcher concluded that using text from magazine in teaching reading was an effective way to improve students reading ability.

Teacher R and the researcher decided to stop the cycle since the result of the last cycle has shown a good improvement of students' reading ability. It can be seen from:

### a. Test analysis

From the analysis of the mean score of the reading ability test, it can be concluded that reading class by using texts from magazines does improve the students reading ability.

Table 5. The mean score of the test

Pre – test mean score	Post – test 1 mean score	Final post – test mean score
5.8	6.5	7.6

Therefore teacher R and the researcher didn't revise the plan. From the comparison result between mean scores in pre-test, first post – test and final post – test had shown a good improvement.

### b. Research Diary

This section presents the discussion of the research findings concerning with the students response toward the use of texts from magazines during the teaching and learning process. The materials given to the students could create good situation in learning reading English. Students were active to do the worksheet without any hesitation. The situation in the class becomes comfortable, the interaction among the students became more joyful. The students weren't reluctant to cooperate with their friends while doing the task, but they didn't make noise during the teaching and learning process. The relation between the student and the teacher becomes more comfortable so that the students weren't afraid to ask about the difficulties they found in the materials.

From the explanation above, it could be concluded that there were some contributions using printed mass media as materials' resource in teaching and learning. According to Michael (1998: 14), the mass media teach, and their lessons are cumulative. Magazines are cheap and magazine will have to continue to offer an intelligent perspective on the world, ( Michael ,1998: 498). The mass media have a common need for men and women with creative minds, who can use words and pictures effectively to transmit information and ideas (Ault and Agee, 1968: 12). For the teacher, this resource of materials can give some references to find a kind of text in teaching reading. For the students, the varieties types of text from magazines can be motivating since magazines offered coloured materials and close to their daily life, so that they could feel that reading is not boring activity anymore. From the observation results of the field notes and interviews and also supported by the photographs of the students showed that there was differences of the students' interest in reading before and after the teacher implemented the action. Moreover, using printed mass media as materials resource made students to be more responsible for both participating and learning during the teaching and learning process. Printed mass media as materials resource could be an alternative reference in teaching English and could improve students' reading comprehension ability



## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTIONS**

#### **A. Conclusion**

From the result of the research findings about the use of printed mass media in reading comprehension ability of the eighth grade students of Junior High School, there are some conclusions. The first is about the answer of the research problem: how far does printed mass media can improve junior high school students' reading comprehension ability. After the writer analyzed the result of action research which had been conducted to enhance the reading comprehension ability of the eighth grade of junior high school students, it could be seen that the use of printed mass media in teaching reading comprehension can enhance students' reading comprehension ability. From the observation, the researcher found that during the action, the students have shown their improvement such as they are able to comprehend the text well, the situation of the teaching and learning process becomes more joyful and interesting, the students also didn't reluctant to open their dictionary, and all of the students were involved in the teaching and learning process.

The enhancement of the students' reading comprehension ability is also supported by the result of the test score. The mean score of pre-test was 5.8 and it improved to 6.5 in post-test 1 and it also improved to 7.6 in the final post-test. It proved that the use of printed mass media in teaching reading can improve students' reading comprehension ability.

The researcher draws conclusions that magazines which are used in this research can give authentic information that contains a wide variety of text types, language styles easily found as reading materials, it contains many stories, and lots of advertisements that sell products, so that it can enhance students' motivation in learning English.

### **B. Implication**

Based on the conclusion of all of the data in the research, there is enhancement of students' reading comprehension ability taught by using texts from magazines. The writer can imply that the use of printed mass media in teaching reading can be suitable teaching materials to improve students' achievement and enhance students' motivation.

It means that the use of texts from magazines can be developed in the process of teaching and learning language. This is proven to be an effective material resource to improve students' reading ability. There are some advantages of using texts from magazines for the students which include : (1) texts from magazines can create a motivating situation so that they don't feel bored in learning activity, they have responsibility to do their task without any hesitation. (2) texts from magazines have many choices to choose as the reading materials. (3) texts from magazines are interesting since it is offered printed and coloured materials.

### **C. Suggestions**

The results of the study prove that the use of printed mass media in teaching reading can improve students' reading comprehension ability. Based on the result above, the writer hopes that this study will give benefit for the betterment of English teaching and learning process.

The writer would like to give some suggestions which hopefully these suggestions will be useful for the students, teachers, the school, the other researcher, and the government.

#### **1. Students**

English as a second language seems difficult to learn if there is no will and motivation to learn it. The students who are taught by using texts from printed mass media should be aware of the importance of reading to get some information they need. They should not judge that reading as a boring activity. Students in general should encourage themselves to learn more, to ask what they do not understand and to learn as much as possible.

#### **2. Teachers**

The teacher should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so that the students learn at ease and comfortably in their class. Besides that, the teacher should be selective and creative in choosing appropriate materials to improve students' ability and to enhance students' motivation in learning English. The teacher can use the texts

from printed mass media especially magazines to improve students' ability in reading comprehension. The use of printed mass media which are close with students' daily life and offer motivating material can motivate the students to learn. The fact that printed mass media provide us with information and entertainment so, it can be use as teaching materials in reading comprehension lesson.

### 3. The School

- a. The school should also improve the quality of the teacher in English teaching by giving some regular training.
- b. The school has to complete the facilities which can support the development of teaching and learning quality.

### 4. The other researcher

This study discusses the use of printed mass media to improve students' reading comprehension which is conducted on the eighth grade of Junior High School students. The writer hopes that this technique can be applied by other researcher in the other level students.

### 5. The Government

The writer hopes that the result of the study can give some consideration for the government in making education decision in Indonesia.

## BIBLIOGRAPHY

- Aebersold, Jo Ann and Feld, Mary Lee. 1997. *From Reader to Reading Teacher*.  
Cambridge: Cambridge University Press
- Arends, Richard I. 2004. *Learning to Teach*. Boston: McGraw-Hill
- Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents
- Burns, et. al. 1984. *Teaching Reading in Today's Elementary Schools*. USA:  
Houghton Mifflin Company
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press.
- Davies, Florence. 1995. *Introducing Reading*. England: Penguin Book
- Dawson, Mildred A. and Bamman, Henry A. 1967. *Fundamentals of Basic Reading Instruction*. New York: David McKay Company
- Elliot, John. 1991. *Action Research for Educational Change*. Great Britain:  
Biddles
- Emery, Edwin et al. 1968. *Introduction to Mass Communication*. New York:  
Dodd, Mead and Company, Inc.
- Gagne and Briggs. 1979. *Principles of Instructional Design*. New York: Holt,  
Rinehart and Winston
- Grellet, Françoise. 1998. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press
- Hopkins, David. 1993. *A Teacher's Guide to Classroom Research*. Buckingham:  
Open University Press
- Hornby, AS. 1987. *Oxford Advanced Learner's Dictionary of Current English*.  
Oxford: Oxford University Press.
- Howell, Kenneth W. et al. 1993. *Curriculum-Based Evaluation Teaching and Decision Making*. California: Brooks / Cole Publishing Company
- Kennedy, Edie C. 1981. *Methods in Teaching Development Reading Second Edition*. USA: F.E Peacock Publishers, Inc

- Mason, Emanuel. J and Bramble, William J. 1997. *Research in Education and the Behavioral Sciences: Concepts and Methods*. Dubuque: Brown and Benchmark
- Michael, S.and Smith, Bernard.1998.*Learner English:a Teacher Guide to Interference and other Problems*. Cambridge; Cambridge University Press
- Mills, Geoffrey, E. 2000. *Action Research: A Guide for the Teacher*. United States of America: Prentice Hall
- Moleong, Lexy J. 2001. *Metode Penelitian Kualitatif*. Bandung: Remadja Rosdakarya
- Mott, G F. 1995. *New Survey of Journalism*. USA: Barners and Noble Inc.
- Nunan, David. 1992. *Research Method in Language Learning*. USA: Cambridge University Press
- Smith, Henry P. And Dechant, Emerald V. 1961. *Psychology in Teaching Reading*. USA: Prentice Hall, Inc.
- Wallace, Catherine. 1992. *Reading*. USA: Oxford University Press
- Widdowson, H.G. 1978. *Aspect of Language Teaching*. Oxford; Oxford University Press
- Wiersma, William. 2000. *Research Method in Education*. USA. A Person Education Company
- Williams, Eddie. 1996. *Reading in the Language Classroom*. UK: Hert Fortshire Phoenix, elt.
- <http://www.ga.unc.edu/NCCN/recruitmentandretention/youth/docword/Advantages%20and%20Disadvantages%20of%20the%20Major%20Types%20of%20Media.doc>

# APPENDICES

## Appendix 2.a

### CATATAN LAPANGAN

Catatan Lapangan no. : 1  
 Hari/tanggal : Rabu, 18 Februari 2009  
 Waktu : 09.50 – 11.10  
 Tempat : Kelas VIII G SMP N 3 Colomadu  
 Kegiatan : Pre – observasi kegiatan belajar mengajar oleh Guru  
    Rita Sartika, S.Pd. (RS)  
 Peneliti : Nur Hikmah Laila (NH)  
 Metode : Observasi

#### A. Setting

Pada hari ini penulis mengadakan pre – observasi ke kelas tempat pelaksanaan penelitian. Penulis mengikuti guru mata pelajaran mengajar di kelas VIII G kelas obyek penelitian peneliti.

SMPN 3 Colomadu tempat dilakukannya penelitian terletak di Jaln Adi Sumarmo no. Colomadu Karanganyar. SMPN 3 Colomadu ini letaknya tepat di pinggir jalan raya tepatnya menghadap ke arah barat. Dilihat dari kondisi lingkungan, SMPN 3 Colomadu sebagai tempat belajar mengajar cukup memberikan kenyamanan karena meski terletak tepat di pinggir jalan raya, ruangan kelas tempat berlangsung kegiatan belajar mengajar terletak di bagian belakang sehingga tidak terganggu oleh padatnya lalu lintas.

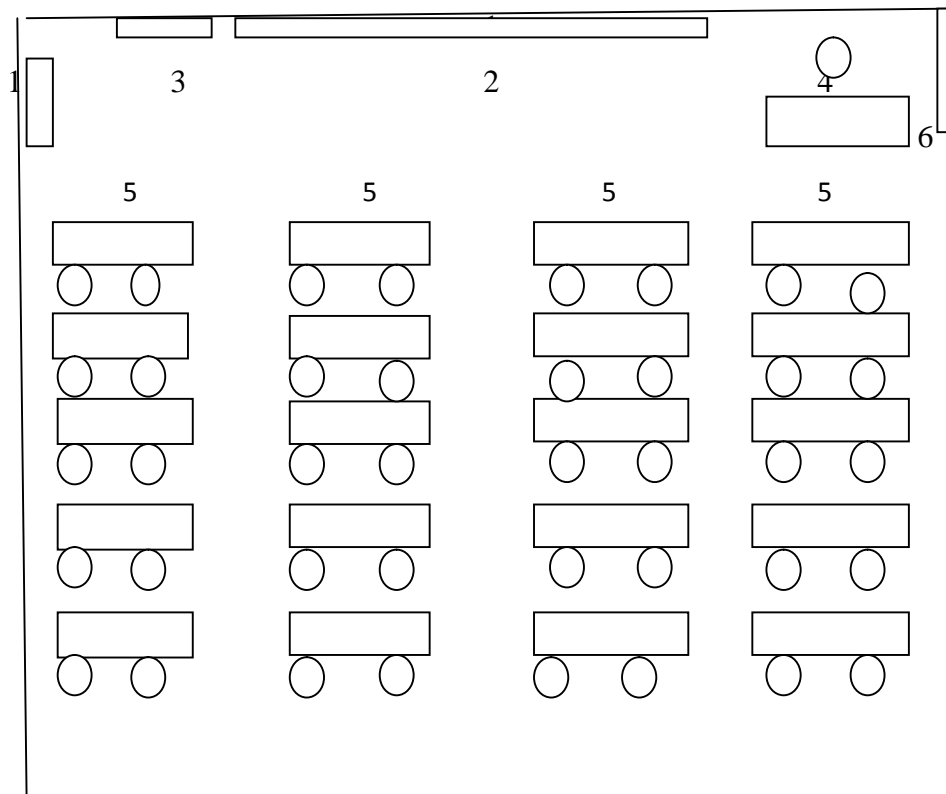
Pengamatan dilakukan terhadap siswa kelas VIII G SMPN 3 Colomadu. Ruang kelas VIII G menghadap ke arah selatan berukuran 9 X 7m<sup>2</sup> sehingga cukup luas sebagai tempat belajar 36 siswa. Ada 6 jendela di sisi sebelah selatan dan 9 ventilasi udara di sisi sebelah utara untuk sirkulasi udara. Di dalam ruang kelas VIII G ini terdapat 20 kursi siswa, 20 meja siswa, 1 kursi dan 1 meja guru.

Ruang kelas VIII G bersebelahan dengan ruang kelas VIII F di sebelah barat dan VII G di sebelah timur. Ada gambar presiden RI beserta wakil presiden



RI dan gambar Garuda Pancasila di dinding depan kelas diatas sebuah whiteboard. Di samping whiteboard sebelah selatan terdapat papan pengumuman. Di dinding yang menghadap ke arah selatan terdapat papan data kelas yang berisi daftar nama siswa, susunan pengurus kelas, papan presensi siswa, dan denah tempat duduk siswa. Di sekeliling dinding kelas bagian atas di pasang beberapa gambar pahlawan nasional. Meja dan kursi siswa di susun 4 baris memanjang ke belakang.

Berikut ini denah ruang kelas VIII G:



Keterangan :

1. Pintu
2. Whiteboard
3. Papan pengumuman
4. Meja/ kursi guru
5. Meja/ kursi siswa
6. Papan data kelas

## B. Kegiatan Belajar Mengajar

09.50 WIB

Bel elektrik tanda jam ke-5 dimulai, guru RS dan NH memasuki ruangan kelas. Beberapa siswa yang masih di luar mulai masuk. Sebagian siswa yang masih ramai, berdiri, segera kembali ke meja masing-masing. NH duduk di kursi bagian belakang. Guru RS menyapa siswa kemudian mengabsen siswa.

10.00 WIB

Guru NH menyiapkan bukunya. Sementara ruang kelas masih agak ramai karena ada sebagian siswa yang mengobrol dengan temannya. *"Listen, please. Have you ever go for a picnic?"* Guru RS berdiri di depan kelas dan mulai melemparkan pertanyaan kepada semua siswa tentang siapa saja yang pernah piknik. Kelas mulai tampak tenang. Siswa dengan serempak menjawab *"Pernah Bu"*. Guru RS kemudian menanyakan siswa-siswa tersebut. *"Kira – kira barang apa saja yang perlu kita bawa saat piknik?"* tanya guru RS. *"Kamera Bu."* jawabnya. *"Apa lagi yang lain?"* guru RS bertanya ke siswa yang lain. *"Makanan."* Jawab siswa itu. *"Minuman"* dan siswa ketiga menjawab. *"Kaca mata Bu."* jawabnya. *"Ya boleh."* Guru RS mengomentari.

10.20 WIB

Guru RS menanyakan kepada mereka tentang barang yang biasanya dibawa saat piknik.

10.30 WIB

Guru RS meminta siswa membuka buku paket pada halaman yang membahas tentang holiday ( liburan ). Kemudian guru RS menulis di papan tulis tentang nama – nama tempat wisata yang ada di Indonesia. *"Ok, look at to the white board. I will read it and repeat after me."* Kemudian guru NH membacanya dan menyuruh siswa menirukan. Setelah itu, guru RS juga menuliskan tentang barang – barang yang dibawa saat piknik.

10.45 WIB

*"Now, complete the task in your book."* Guru RS meminta siswa mengerjakan latihan soal pada buku paket. Siswa mulai mengerjakan tugas. Guru RS keliling ke meja siswa mengamati pekerjaan para siswa dan membantu siswa yang belum paham. Sesekali guru RS mengingatkan kepada para siswa yang masih ramai agar tenang. Setelah melihat – lihat siswa, Guru RS minta ijin untuk ke belakang sebentar.

10.50 WIB

Setelah kembali Guru RS menunjuk beberapa anak untuk membacakan hasil pekerjaannya. Guru RS membetulkan kesalahan baik yang terdapat dalam pekerjaan siswa tersebut maupun dalam pengucapan saat mereka membacakan hasil pekerjaan mereka. Saat menjawab pertanyaan, siswa nampak masih enggan untuk disuruh maju.

11.00 WIB

Guru RS bertanya dan memastikan bahwa para siswa telah paham dengan materi.

11.08 WIB

Sebelum bel berbunyi, guru RS memberikan PR pada siswa, tak beberapa lama kemudian bel berbunyi. Guru NH mengakhiri pelajaran hari ini.

2b

## CATATAN LAPANGAN

Catatan Lapangan no. : 1  
 Hari/ Tanggal : Senin, 2 Maret 2009  
 Waktu : 07.50 – 09.10  
 Tempat : Kelas VIII G SMP N 3 Colomadu  
 Tema : Narrative text  
 Peneliti : Nur Hikmah Laila(NH)  
 Metode : Observasi

07.50 WIB

(01) Bel elektrik berdering, tanda kegiatan belajar mengajar jam ke-2 dimulai. NH sejak pukul 07.00 sudah sampai di SMPN 3 Colomadu dan mengikuti kegiatan Upacara Bendera hari Senin. Guru RS mulai datang dan menghampiri NH. Guru RS dan NH masuk ke ruang kelas VIII G. Siswa-siswa VIII G sudah siap di mejanya masing-masing.

KO : Jam pelajaran ke-2 siswa terlihat masih bersemangat meskipun ada beberapa siswa yang terlihat bersantai.

08.07 WIB

(02) Guru RS mempersilakan NH membuka pelajaran, "*Good morning everybody?*" Kemudian siswa menjawab, "*Good morning Miss?*" "*How are you today?*" "*I am fine, and you?*" NH menjawab "*I am fine too, thank you.*" "*Kenalan dulu dong Bu!*" sebelumnya saat pre-observasi peneliti memang telah masuk kelas, tapi saat itu belum ada perkenalan, makanya hari ini peneliti diminta memperkenalkan diri dulu. "*Oke, nama saya Nur Hikmah Laila, kalian bisa panggil Bu Nur atau Bu Ema. Saat ini saya masih kuliah di UNS. Cukup sekian, ada pertanyaan?*" beberapa siswa tampak antusias ingin bertanya tapi NH segera mengalihkan perhatian siswa pada kegiatan belajar mengajar.

Sejenak NH nampak mengamati ruang kelas, ada dua kursi yang kosong, itu menandakan ada siswa yang tidak masuk. NH bertanya, *“Who is absent today?”* Dan salah seorang siswa perempuan yang duduk tepat di depan NH menjawab *“Ga ada Bu, memang ga ada yang pakai.”*

KO : Mengecek kehadiran siswa sangatlah penting untuk mengetahui keadaan siswa dan seharusnya dilakukan sebelum pelajaran dimulai.

08.15 WIB

(03) NH menjelaskan tentang materi yang akan dipelajari hari ini, tujuan serta manfaat dari apa yang akan dipelajari. *“Students, like you have known before, there are some kinds of text, and today we will learn about narrative text. After this lesson you will understand about narrative text, its social function, its generic structure and characteristics.”* Tidak lupa NH memperlihatkan gambar yang didapat dari majalah **FUN** dimana teks untuk hari ini diambil. NH bertanya, *“Students, have you ever heard about Rapunzel ?”* Ada sebagian siswa yang diam, ada yang menggelengkan kepala, dan ada beberapa siswa yang menjawab, *“Yes”*. Kemudian NH *“Apakah kalian tahu kira-kira ini jenis teks apa?”*. Siswa-siswa nampak ingin menjawab, tapi kebanyakan Cuma bergumam sendiri. *“Narrative Bu”, “Fairy tale Bu.”* NH berkata, *“Ya, jawaban kalian benar semua, tapi yang lebih tepat ini namanya fairy tale..”*

KO : Penting bagi guru untuk menjelaskan topik yang akan dipelajari, tujuan serta manfaat dari apa yang akan dipelajari. Karena berguna untuk memberi arah pada proses belajar mengajar yang akan berlangsung.

08.20 WIB

(04) NH memulai pelajaran dengan membagikan kertas foto copy teks dari majalah yang tadi sempat diperlihatkan pada siswa. Kelas menjadi sedikit ramai. *“Listen, please. Ayo diam jangan ramai ya!”*

KO : Guru perlu memberi petunjuk dan arahan untuk setiap kegiatan untuk memandu agar siswa memahami proses belajar.

08.23 WIB

(05) NH kemudian meminta semua siswa untuk tenang dan memperhatikan penjelasan yang akan diberikan. " *You have gotten a piece of story of Rapunzel.*" NH kemudian melanjutkan, "*Have you ever heard about Rapunzel?*" Sebagian siswa hanya diam dan sebagian dari mereka menjawab, " *Yes.*" " *Itu ada filmnya di TV Bu.*" NH melanjutkan penjelasannya, " *Ok, I will give you the worksheet.*" Para siswa antusias menunggu mendapatkan lembar kerja.

KO : Guru diharapkan mampu mengkondisikan kelas, membuat kelas tetap tenang.

08.27 WIB

(06) NH mengamati para siswa, "*Ada yang belum dapat?.*" " *Sudah semua Bu.*" Para siswa terlihat bingung dan mulai ramai. Ada yang mengobrol dengan temannya. "*Look at the worksheet please! What is a narrative text?*" sebagian siswa ada yang malu-malu ingin menjawab, ada jugayang tidak peduli, dan ada yang diam saja "*What is a fairy tale according to you?*" Ada seorang siswa yang menjawab "*Cerita tentang putri dan pangeran Bu.*" "*Do you like reading a fairy tale?*" salah seorang siswa menjawab "*Yes.*" "*Can you mention some fairy tales that you've heard before?*" "*Cinderella, Putri Duyung, Putri Angsa.*" and "*Do you enjoy reading a fairy tale?*" "*Yes, I do.*".

KO : Banyak siswa yang tidak paham dengan instruksi guru. Memahami instruksi sangatlah penting. Pemakaian bahasa Indonesia dapat membantu siswa memahami instruksi.

08.35 WIB

(07) Setelah mendapatkan lembar kerja, ruangan menjadi sedikit gaduh karena siswa berbicara sendiri dengan temannya untuk membahas teks yang diberikan sehingga menimbulkan suara agak berisik.

KO : Semua siswa mengerjakan instruksi sebagai bagian dari kegiatan belajar mengajar.

08.38 WIB

(08) NH meminta salah satu siswa untuk membaca teks dalam lembar kerja. Siswa mulai menyimak temannya yang sedang membaca teks, tapi ada juga sebagian siswa yang ramai sendiri dan berbuat onar mengganggu temannya..

08.42 WIB

(09) NH berkeliling kemeja-meja tiap siswa untuk mengingatkan siswa agar tidak gaduh.

KO : Guru perlu memantau jalannya kegiatan belajar mengajar.

08.47 WIB

(10) NH meminta siswa mengidentifikasi kata sukar dalam teks lalu meminta siswa mencoba mencari di kamus mereka karena masih ada kesulitan, NH membantu siswa mengartikan kata sukar tersebut. Lalu NH meminta siswa mengerjakan soal dalam lembar kerja mereka.

KO : Diperlukan latihan soal-soal untuk setiap materi yang telah dipelajari untuk mengukur pemahaman para siswa.



08.55 WIB

(11) Setelah semua siswa selesai mengerjakan soal di lembar kerja, NH mencocokkan hasil pekerjaan siswa. Disela-sela mencocokkan hasil pekerjaan siswa, NH memberikan materi tentang Narrative Text karena text yang telah mereka pelajari adalah jenis teks Narrative. *"What is the social function of Narrative text?"* NH melemparkan pertanyaan pada siswa. Beberapa dari siswa menjawab namun dengan susunan kalimat yang kurang pas. NH kemudian menjelaskan pengertian Narrative text, tujuan dari text narrative, generic structure serta ciri-ciri dari text narrative. NH menjelaskan tentang bagaimana menemukan gagasan utama dalam setiap paragraf. *"Do you know what the main idea is?"* NH bertanya. Beberapa orang siswa menjawab, *"Pikiran pokok."* *"Good answer"* NH melanjutkan penjelasannya. *"The main idea is a central thought which a paragraph is organized. Jadi pikiran pokok itu adalah gagasan yang mendasari sebuah paragraph. Biasanya terletak pada awal paragraph."*

KO : Penguatan dari guru seperti kata *good, right* sangat baik untuk meningkatkan kepercayaan diri siswa.

09.05 WIB

(12) Setelah selesai menjelaskan, NH melanjutkan mencocokkan hasil pekerjaan yang masih tersisa. Setelah semua soal selesai dibahas, NH bertanya *"Is there any question?"* Dan kebanyakan siswa menjawab *"No"*, tapi ada juga yang hanya diam. NH bertanya lagi, *"What do you think about the text you have learnt?"* Ada siswa yang menjawab, *"Difficult, Bu."* Ada juga yang menjawab, *"Biasa, Bu."* Dan sebagian dari mereka hanya diam. NH mengulas secara garis besar tentang hasil pekerjaan siswa. *"Saya rasa tidak terlalu sulit, hanya harus lebih teliti lagi dalam membacanya. Jawaban dari soal tentulah ada pada bacaan. Cobalah lebih cermat dalam membaca."* NH bertanya, *"Once again. Any question? Pertanyaan tentang narrative text atau paragraph mungkin?"* NH

bertanya lagi, "*Is it clear?*" Hampir semua siswa menjawab, "*Yes.*" Dan ada pula yang hanya mengangguk-angguk saja.

KO : Guru memberikan kesempatan bertanya pada siswa. Guru juga menanyakan pendapat siswa tentang materi yang telah dipelajari. Hal ini perlu dilakukan sebagai bahan refleksi terhadap pemilihan materi ajar.

09.10 WIB

(13) NH memberikan PR untuk mencari teks narrative dengan tema bebas dan dikumpulkan pada pertemuan selanjutnya. Lalu NH menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. Tak berapa lama kemudian bel tanda pergantian jam pelajaran berbunyi. NH mengakhiri pelajaran hari ini.

KO : Selama kurang lebih 80 menit guru mengajar dapat berjalan dengan baik dan dapat melaksanakan fungsinya secara baik. Siswa terlihat masih merasa kesulitan dalam memahami makna dalam teks. Hal tersebut menjadikan suasana kelas menjadi ramai.

## CATATAN LAPANGAN

Catatan Lapangan no. : 2  
 Hari/ Tanggal : Rabu, 4 Maret 2009  
 Waktu : 09.50 – 11.10  
 Tempat : Kelas VIII G SMP N 3 Colomadu  
 Tema : Recount text  
 Peneliti : Nur Hikmah Laila  
 Metode : Observasi

09.55 WIB

(01) Bel elektrik tanda masuk setelah istirahat pertama telah berdering. NH telah menunggu di depan ruang kelas VIII G. Menunggu kedatangan guru RS. Beberapa siswa yang baru datang segera masuk ruang kelas. Tak berapa lama kemudian guru RS datang. Guru RS dan NH masuk ke ruang kelas VIII G. Siswa –siswa sudah siap di mejanya masing-masing, namun ada beberapa kursi yang masih kosong. Beberapa siswa belum masuk.

KO : Guru datang terlambat lima menit, namun masih ada siswa yang terlambat masuk ke dalam kelas.

09.58 WIB

(02) NH membuka pelajaran, "*Good morning students*". Kemudian mengabsen para siswa. Saat NH mengabsen, beberapa siswa baru masuk dan segera duduk di tempat mereka. "*How are you today?*" NH menyapa para siswa. NH mereview ulang pelajaran kemarin dengan memberikan pertanyaan tentang materi yang telah dipelajari kemarin.

KO : Mengecek kehadiran siswa adalah kegiatan rutin guru sebelum pelajaran dimulai.

10.00 WIB

(03) NH membuka pelajaran dengan meminta siswa mengumpulkan PR dari pertemuan sebelumnya. *"OK students, do you still remember about narrative text?"* Hampir semua siswa menjawab, *"Yes."* NH menjelaskan kembali tentang narrative text untuk mengingatkan siswa. NH kemudian menjelaskan materi yang akan dipelajari hari ini, tujuan serta manfaatnya. *"Yesterday we have studied about narrative text. And today we will study about another type of text that is recount text. After this lesson, you will understand about what recount text is including its generic structure and characteristics."*

KO : Guru perlu mengingatkan para siswa, memberitahukan tentang topik, tujuan serta manfaat dari apa yang akan dipelajari berfungsi memberikan gambaran dan arahan untuk proses belajar mengajar yang akan berlangsung.

10.05 WIB

(04) NH memperlihatkan gambar yang diambil dari majalah **HIGHENDTEEN** yang berjudul **The Singing Flower**. Sebagian siswa mulai berbisik dengan teman semeja membicarakan tentang gambar yang ditunjukkan NH. *"Do you know Her?" "Yes, BCL Bu."* Setelah siswa agak tenang NH membagikan kertas foto copy yang sama dengan yang diperlihatkan tadi kepada siswa.

KO : Guru harus bisa memfokuskan perhatian siswa.

10.15 WIB

(05) NH meminta siswa agar tetap tenang karena pelajaran sudah mulai agar tidak mengganggu kelas lain. NH meminta siswa memperhatikan kertas yang sudah dibagikan tadi.

KO : Siswa harus mampu memahami instruksi guru

10.20 WIB

(06) NH melanjutkan pelajarannya, *“Siapa yang belum kebagian dfoto copiannya?” “Sudah semua Bu.”* NH melanjutkan pelajaran dengan memberikan pertanyaan pre-reading. *“Who is your favourite singer?”*, Ada yang menjawab *“Ryan D’Masive Bu, Pasha UNGU Bu, Didi Kempot.”* Kelas menjadi gaduh karena semua mentertawakan jawaban dari salah satu temannya itu. *“Oke, lanjut ya, jangan keras-keras ketawanya.” “Why do you like him/her?”* Seorang siswa menjawab *“Karena cakep Bu.”* Ada juga yang menjawab *“Suaranya bagus Bu.”*, *“Do you know Bunga Citra Lestari?”*, *“Tahu Bu, yang nyanyi Sunny.”* *“What do you know about her?”*, *“Ya itu tadi, yang nyanyi Sunny.”* *“Cantik Bu, seksi.”* and *“Have you ever heard her song?”* *“Iya pernah: Sunny.”* *“Oke sekarang saya akan bagikan lembar kerja untuk kalian.”*

KO : Semua siswa sibuk mengamati kertas foto copy yang baru saja mereka dapatkan. Semua siswa juga terlihat antusias menjawab pertanyaan pre-reading yang diberikan guru.

10.30 WIB

(07) Semua siswa terlihat sibuk mengamati lembar kerja yang baru saja mereka dapatkan. Kelas menjadi agak gaduh sehingga NH mengingatkan agar siswa tidak mengganggu kelas lain dengan kegaduhan yang mereka buat.

KO : Meskipun suasana kelas jadi agak ramai, namun siswa melaksanakan instruksi dengan baik.

10.33 WIB

(08) NH meminta salah seorang siswa untuk membaca teks dalam lembar kerja. Meskipun masih agak kacau cara melafalkan kosa katanya siswa terlihat percaya diri membaca teks yang ada di dalam lembar kerja mereka.

KO : Siswa menjalankan instruksi

10.38 WIB

(09) NH berkeliling kemeja-meja tiap siswa untuk mengingatkan siswa agar tidak gaduh.

KO : Guru perlu memantau jalannya kegiatan belajar mengajar

1040 WIB

(10) NH meminta siswa mengidentifikasi kata sukar dalam teks lalu meminta siswa mencoba mencari di kamus mereka karena masih ada kesulitan, NH membantu siswa mengartikan kata sukar tersebut. Lalu NH meminta siswa mengerjakan soal dalam lembar kerja mereka.

KO : Diperlukan latihan soal-soal untuk setiap materi yang telah dipelajari untuk mengukur pemahaman para siswa.

10.45 WIB

(11) Setelah semua siswa selesai mengerjakan soal di lembar kerja, NH mencocokkan hasil pekerjaan siswa. Disela-sela mencocokkan hasil pekerjaan

siswa, NH memberikan materi tentang Recount Text karena text yang telah mereka pelajari adalah jenis teks Recount. *"What is the social function of recount text?"* NH melemparkan pertanyaan pada siswa. Beberapa dari siswa menjawab namun dengan susunan kalimat yang kurang pas. NH kemudian menjelaskan pengertian Recount text, tujuan dari text recount, generic structure serta ciri-ciri dari text recount. NH menjelaskan tentang bagaimana menemukan gagasan utama dalam setiap paragraf. *"Do you know what the main idea is?"* NH bertanya. Beberapa orang siswa menjawab, *"Pikiran pokok."* *"Good answer"* NH melanjutkan penjelasannya. *"The main idea is a central thought which a paragraph is organized. Jadi pikiran pokok itu adalah gagasan yang mendasari sebuah paragraph. Biasanya terletak pada awal paragraph."*

KO : Penguatan dari guru seperti kata *good, right* sangat baik untuk meningkatkan kepercayaan diri siswa.

10.50 WIB

(12) NH telah selesai membahas soal-soal. NH bertanya, *"Is there any question?"* kebanyakan siswa menjawab, *"No"*, siswa yang lain hanya diam. NH mengulas kembali apa yang telah dipelajari. NH juga memberikan pertanyaan-pertanyaan yang berkaitan dengan pelajaran hari itu. *"Sukma, what is the social function of recount text?"* *"A text which retell past event.."* jawabnya. *"Is it right, Widi?"* *"Yes."* jawab Widi. *"What is generic structure of recount text Ratih?"* Tanya NH pada salah seorang siswa perempuan. *"Orientation, events and re-orientation Bu."* jawabnya dengan lancar. *"Good."* NH memuji. *"Ratna, how about the purpose of recount text?"* Ratna menjawab dengan bahasa yang kurang lancar. *"To tell events Bu."* jawab Ratna. *"Jadi, tujuan penulis terhadap teks recount adalah menginformasikan. What? Past events.pengalaman yang pernah dialami seseorang."* Kata NH. Selain itu, NH juga mengulas kembali materi yang telah dipelajari pada pertemuan sebelumnya. Untuk membuat siswa lebih memahami macam-macam teks. NH meminta siswa untuk mencoba

membandingkan kedua macam teks yang telah mereka pelajari guna mengetahui secara jelas perbedaannya berdasarkan ciri-ciri teksnya.

KO : Pertanyaan-pertanyaan di akhir pertemuan bertujuan mengecek seberapa jauh pemahaman siswa mengenai apa yang telah mereka pelajari.

11.05 WIB

(13) “*OK. Fom what we have learnt, what can be concluded?*” tanya NH. Ada salah seorang siswa menjawab,”*Tentang recount teks Bu*”. NH menjawab,”*Yes, right. Yang lain mungkin?*” Tapi kebanyakan siswa hanya diam. Lalu NH memberikan kesimpulan dari apa yang telah dipelajari.

11.10 WIB

(16) NH memberikan PR untuk siswa membuat cerita pengalaman liburan akhir semester lalu. Dan meminta siswa mengumpulkannya pada pertemuan berikutnya. NH memberitahu topic yang akan dipelajari pada pertemuan selanjutnya. NH menutup pelajaran hari ini tepat pada saat bel berbunyi.

KO : Selama kurang lebih 75 menit NH mengampu pelajaran. Pembelajaran sudah dapat berjalan lebih baik, meskipun ada siswa yang masih susah diatur. Selama proses belajar mengajar siswa terlihat lebih aktif.



## CATATAN LAPANGAN

Catatan Lapangan no. : 3  
 Hari/ Tanggal : Rabu, 11 Maret 2009  
 Waktu : 09.50 – 11.10  
 Tempat : Kelas VIII G SMP N 3 Colomadu  
 Tema : Narrative text  
 Peneliti : Nur Hikmah Laila  
 Metode : Observasi

09.50 WIB

(01) Bel elektrik berdering, tanda kegiatan belajar mengajar jam ke-5 dimulai. NH sejak pukul 09.30 sudah sampai di SMPN 3 Colomadu dan menunggu di kantor guru. Guru RS mulai datang dan menghampiri NH. Guru RS dan NH masuk ke ruang kelas VIII G. Siswa-siswa VIII G sudah siap di mejanya masing-masing.

KO : Jam pelajaran ke-5 siswa terlihat masih bersemangat meskipun ada beberapa siswa yang terlihat bersantai.

08.07 WIB

(02) Guru RS mempersilakan NH membuka pelajaran, "*Good morning everybody?*" Kemudian siswa menjawab, "*Good morning Miss?*" "*How are you today?*" "*I am fine, and you?*" NH menjawab "*I am fine too, thank you.*" Sejenak NH nampak mengamati ruang kelas, ada dua kursi yang masih kosong, itu menandakan ada siswa yang tidak masuk. NH bertanya, "*Who is missing?*" Dan salah seorang siswa perempuan yang duduk tepat di depan NH menjawab "*Ga ada Bu, masuk semua. Itu masih di kantin kali Bu*"

KO : Mengecek kehadiran siswa sangatlah penting untuk mengetahui keadaan siswa dan seharusnya dilakukan sebelum pelajaran dimulai.

08.15 WIB

(03) NH meminta para siswa mengumpulkan PR dari pertemuan kemarin. Lalu NH menjelaskan tentang materi yang akan dipelajari hari ini, tujuan serta manfaat dari apa yang akan dipelajari. *“Students, like you have known before, there are some kinds of text, and today we will learn about narrative text. After this lesson you will understand about narrative text, its social function, its generic structure and characteristics.”* Tidak lupa NH memperlihatkan gambar yang didapat dari majalah **C’nS** dimana teks untuk hari ini diambil. NH bertanya, *“Students, have you ever heard about Cinderella ?”* Ada sebagian siswa yang diam, ada yang menggelengkan kepala, dan ada beberapa siswa yang menjawab, *“Yes”*. Kemudian NH *“Apakah kalian tahu kira-kira ini jenis teks apa?”*. Siswa-siswa nampak ingin menjawab, tapi kebanyakan Cuma bergumam sendiri. *“Narrative Bu”, “Fairy tale Bu.”* NH berkata, *“Ya, jawaban kalian benar semua, tapi yang lebih tepat ini namanya fairy tale..”*

KO : Penting bagi guru untuk menjelaskan topik yang akan dipelajari, tujuan serta manfaat dari apa yang akan dipelajari. Karena berguna untuk memberi arah pada proses belajar mengajar yang akan berlangsung.

08.20 WIB

(04) NH memulai pelajaran dengan membagikan kertas foto copy teks dari majalah yang tadi sempat diperlihatkan pada siswa. Kelas menjadi sedikit ramai. *“Listen, please. Ayo diam jangan ramai ya!”*

KO : Guru perlu memberi petunjuk dan arahan untuk setiap kegiatan untuk memandu agar siswa memahami proses belajar.

08.23 WIB

(05) NH kemudian meminta semua siswa untuk tenang dan memperhatikan penjelasan yang akan diberikan. " *You have gotten a piece of story of **Happily n'ever After**.*" NH kemudian melanjutkan, "*Have you ever heard about Cinderella?*" Sebagian siswa hanya diam dan sebagian dari mereka menjawab, " *Yes.*" NH melanjutkan penjelasannya, " *Ok, I will give you the worksheet.*" Para siswa antusias menunggu mendapatkan lembar kerja.

KO : Guru diharapkan mampu mengkondisikan kelas, membuat kelas tetap tenang.

08.27 WIB

(06) NH mengamati para siswa, "*Ada yang belum dapat?.*" "*Sudah semua Bu.*" Para siswa terlihat bingung dan mulai ramai. Ada yang mengobrol dengan temannya. "*Look at the worksheet please! What is a narrative text?*" sebagian siswa ada yang malu-malu ingin menjawab, ada jugayang tidak peduli, dan ada yang diam saja "*What is a fairy tale according to you?*" Ada seorang siswa yang menjawab "*Cerita tentang putri dan pangeran Bu.*" "*Do you like reading a fairy tale?*" salah seorang siswa menjawab "*Yes.*" "*Can you mention some fairy tales that you've heard before?*" "*Cinderella, Putri Duyung, Putri Angsa, Rapunzel.*" and "*Do you enjoy reading a fairy tale?*" "*Yes, I do.*".

KO : Banyak siswa yang tidak paham dengan instruksi guru. Memahami instruksi sangatlah penting. Pemakaian bahasa Indonesia dapat membantu siswa memahami instruksi.

08.35 WIB

(07) Setelah mendapatkan lembar kerja, ruangan menjadi sedikit gaduh karena siswa berbicara sendiri dengan temannya untuk membahas teks yang diberikan sehingga menimbulkan suara agak berisik.

KO : Semua siswa mengerjakan instruksi sebagai bagian dari kegiatan belajar mengajar.

08.38 WIB

(08) NH meminta salah satu siswa untuk membaca teks dalam lembar kerja. Siswa mulai menyimak temannya yang sedang membaca teks, tapi ada juga sebagian siswa yang ramai sendiri dan berbuat onar mengganggu temannya..

08.42 WIB

(09) NH berkeliling kemeja-meja tiap siswa untuk mengingatkan siswa agar tidak gaduh.

KO : Guru perlu memantau jalannya kegiatan belajar mengajar.

08.47 WIB

(10) NH meminta siswa mengidentifikasi kata sukar dalam teks lalu meminta siswa mencoba mencari di kamus mereka karena masih ada kesulitan, NH membantu siswa mengartikan kata sukar tersebut. Lalu NH meminta siswa mengerjakan soal dalam lembar kerja mereka.

KO : Diperlukan latihan soal-soal untuk setiap materi yang telah dipelajari untuk mengukur pemahaman para siswa.

08.55 WIB

(11) Setelah semua siswa selesai mengerjakan soal di lembar kerja, NH mencocokkan hasil pekerjaan siswa. Disela-sela mencocokkan hasil pekerjaan siswa, NH memberikan materi tentang Narrative Text karena text yang telah mereka pelajari adalah jenis teks Narrative. *"What is the social function of Narrative text?"* "NH melemparkan pertanyaan pada siswa. Beberapa dari siswa menjawab namun dengan susunan kalimat yang kurang pas. *"To entertain Bu."* *"Ya, boleh. Lalu generic structure dari narrative tetxt kira-kira apa saja, hayo kemarin sudah dapat materi ini to?"* *"Orientation, complication and resolution Bu."* Salah seorang siswa menjawab dengan lancar. *"Good answer, Widi."*

KO : Penguatan dari guru seperti kata *good, right* sangat baik untuk meningkatkan kepercayaan diri siswa.

09.05 WIB

(12) Setelah selesai menjelaskan, NH melanjutkan mencocokkan hasil pekerjaan yang masih tersisa. Setelah semua soal selesai dibahas, NH bertanya *"Is there any question?"* Dan kebanyakan siswa menjawab *"No"*, tapi ada juga yang hanya diam. NH bertanya lagi, *"What do you think about the text you have learnt?"* Ada siswa yang menjawab, *"Difficult, Bu."* Ada juga yang menjawab, *"Biasa, Bu."* Dan sebagian dari mereka hanya diam. NH mengulas secara garis besar tentang hasil pekerjaan siswa. *"Saya rasa tidak terlalu sulit, hanya harus lebih teliti lagi dalam membacanya. Jawaban dari soal tentulah ada pada bacaan. Cobalah lebih cermat dalam membaca."* NH bertanya, *"Once again. Any question? Pertanyaan tentang narrative text atau paragraph mungkin?"* NH bertanya lagi, *"Is it clear?"* Hampir semua siswa menjawab, *"Yes."* Dan ada pula yang hanya mengangguk-angguk saja.

KO : Guru memberikan kesempatan bertanya pada siswa. Guru juga menanyakan pendapat siswa tentang materi yang telah dipelajari. Hal ini perlu dilakukan sebagai bahan refleksi terhadap pemilihan materi ajar.

09.10 WIB

(13) NH memberikan PR untuk mencari teks naratif dari majalah dan dikumpulkan pada pertemuan berikutnya. Lalu NH menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. Tak berapa lama kemudian bel tanda pergantian jam pelajaran berbunyi. NH mengakhiri pelajaran hari ini.

KO : Selama kurang lebih 80 menit guru mengajar dapat berjalan dengan baik dan dapat melaksanakan fungsinya secara baik. Siswa terlihat masih merasa kesulitan dalam memahami makna dalam teks. Hal tersebut menjadikan suasana kelas menjadi ramai.

## CATATAN LAPANGAN

Catatan Lapangan no. : 4  
 Hari/ Tanggal : Rabu, 18 Maret 2009  
 Waktu : 09.50 – 11.10  
 Tempat : Kelas VIII G SMP N 3 Colomadu  
 Tema : Recount text  
 Peneliti : Nur Hikmah Laila  
 Metode : Observasi

09.55 WIB

(01) Bel elektrik tanda masuk setelah istirahat pertama telah berdering. NH telah menunggu di depan ruang kelas VIII G. Menunggu kedatangan guru RS. Beberapa siswa yang baru datang segera masuk ruang kelas. Tak berapa lama kemudian guru RS datang. Guru RS dan NH masuk ke ruang kelas VIII G. Siswa-siswa sudah siap di mejanya masing-masing, namun ada beberapa kursi yang masih kosong. Beberapa siswa belum masuk.

KO : Guru datang terlambat lima menit, namun masih ada siswa yang terlambat masuk ke dalam kelas.

09.58 WIB

(02) NH membuka pelajaran, "*Good morning students*". Kemudian mengabsen para siswa. Saat NH mengabsen, beberapa siswa baru masuk dan segera duduk di tempat mereka. "*How are you today?*" NH menyapa para siswa. NH mereview ulang pelajaran kemarin dengan memberikan pertanyaan tentang materi yang telah dipelajari kemarin.

KO : Mengecek kehadiran siswa adalah kegiatan rutin guru sebelum pelajaran dimulai.

10.00 WIB

(03) *"OK students, do you still remember about narrative text?"* Hampir semua siswa menjawab, *"Yes."* NH menjelaskan kembali tentang narrative text untuk mengingatkan siswa. Setelah mengecek ingatan siswa tentang materi pertemuan sebelumnya NH meminta siswa mengumpulkan PR dari pertemuan sebelumnya. NH kemudian menjelaskan materi yang akan dipelajari hari ini, tujuan serta manfaatnya. *"Yesterday we have studied about narrative text. And today we will study about another type of text that is recount text. After this lesson, you will understand about what recount text is including its generic structure and characteristics."*

KO : Guru perlu mengingatkan para siswa, memberitahukan tentang topik, tujuan serta manfaat dari apa yang akan dipelajari berfungsi memberikan gambaran dan arahan untuk proses belajar mengajar yang akan berlangsung.

10.05 WIB

(04) NH memperlihatkan gambar yang diambil dari majalah **HELLO** yang berjudul **From Injury to Victory**. Sebagian siswa mulai berbisik dengan teman semeja membicarakan tentang gambar yang ditunjukkan NH. *"Do you know Him?" "Yes, Owen Bu."* Tampak siswa laki-laki lebih tertarik karena materi kali ini berhubungan dengan olah raga. Setelah siswa agak tenang NH membagikan kertas foto copy yang sama dengan yang diperlihatkan tadi dan lembar kerja kepada siswa.

KO : Guru harus bisa memfokuskan perhatian siswa.



10.15 WIB

(05) NH meminta siswa agar tetap tenang karena pelajaran sudah mulai agar tidak mengganggu kelas lain. NH meminta siswa memperhatikan kertas yang sudah dibagikan tadi.

KO : Siswa harus mampu memahami instruksi guru

10.20 WIB

(06) NH melanjutkan pelajarannya, *“Siapa yang belum kebagian foto copian dan worksheetnya?” “Sudah semua Bu.”* NH melanjutkan pelajaran dengan memberikan pertanyaan pre-reading. *“Look at the athletes in the pictures. What can you tell about them “*

KO : Semua siswa sibuk mengamati kertas foto copy yang baru saja mereka dapatkan. Semua siswa juga terlihat antusias menjawab pertanyaan pre-reading yang diberikan guru.

10.30 WIB

(07) Semua siswa terlihat sibuk mengamati lembar kerja yang baru saja mereka dapatkan. Kelas menjadi agak gaduh sehingga NH mengingatkan agar siswa tidak mengganggu kelas lain dengan kegaduhan yang mereka buat.

KO : Meskipun suasana kelas jadi agak ramai, namun siswa melaksanakan instruksi dengan baik.

10.33 WIB

(08) NH meminta salah seorang siswa untuk membaca teks dalam lembar kerja. Meskipun masih agak kacau cara melafalkan kosa katanya siswa terlihat percaya diri membaca teks yang ada di dalam lembar kerja mereka.

KO : Siswa menjalankan instruksi

10.38 WIB

(09) NH berkeliling kemeja-meja tiap siswa untuk mengingatkan siswa agar tidak gaduh.

KO : Guru perlu memantau jalannya kegiatan belajar mengajar

1040 WIB

(10) NH meminta siswa mengidentifikasi kata sukar dalam teks lalu meminta siswa mencoba mencari di kamus mereka karena masih ada kesulitan, NH membantu siswa mengartikan kata sukar tersebut. Lalu NH meminta siswa mengerjakan soal dalam lembar kerja mereka.

KO : Diperlukan latihan soal-soal untuk setiap materi yang telah dipelajari untuk mengukur pemahaman para siswa.

10.45 WIB

(11) Setelah semua siswa selesai mengerjakan soal di lembar kerja, NH mencocokkan hasil pekerjaan siswa. Disela-sela mencocokkan hasil pekerjaan siswa, NH memberikan materi tentang Recount Text karena text yang telah mereka pelajari adalah jenis teks Recount. "What is the social function of recount text?" NH melemparkan pertanyaan pada siswa. Beberapa dari siswa menjawab namun dengan susunan kalimat yang kurang pas. "To tell about someone Bu." "Good answer, yang lain?" "Pengalaman seserang di masa lalu Bu." "Oke boleh juga, jawaban yang bagus. Lalu generic structure apa saja?" "Orientation, events and re-orientation Miss." Salah seorang siswa yang sudah cukup pintar

berbicara dengan bahasa Inggris menjawab pertanyaan NH tadi. "*Yes, you're right.*"

KO : Penguatan dari guru seperti kata *good, right* sangat baik untuk meningkatkan kepercayaan diri siswa.

10.50 WIB

(12) NH telah selesai membahas soal-soal. NH bertanya, "*Is there any question?*" kebanyakan siswa menjawab, "*No*", siswa yang lain hanya diam. NH mengulas kembali apa yang telah dipelajari. NH juga memberikan pertanyaan-pertanyaan yang berkaitan dengan pelajaran hari itu. Selain itu, NH juga mengulas kembali materi yang telah dipelajari pada pertemuan sebelumnya. Untuk membuat siswa lebih memahami macam-macam teks. NH meminta siswa untuk mencoba membandingkan kedua macam teks yang telah mereka pelajari guna mengetahui secara jelas perbedaannya berdasarkan ciri-ciri teksnya.

KO : Pertanyaan-pertanyaan di akhir pertemuan bertujuan mengecek seberapa jauh pemahaman siswa mengenai apa yang telah mereka pelajari.

11.05 WIB

(13) "*OK. From what we have learnt, what can be concluded?*" tanya NH. Ada salah seorang siswa menjawab, "*Tentang recount teks Bu*". NH menjawab, "*Yes, right. Yang lain mungkin?*" Tapi kebanyakan siswa hanya diam. Lalu NH memberikan kesimpulan dari apa yang telah dipelajari.

11.10 WIB

(16) NH memberikan PR untuk siswa membuat cerita pengalaman liburan ke Jakarta minggu lalu. Dan meminta siswa mengumpulkannya pada pertemuan berikutnya. NH memberitahu topic yang akan dipelajari pada

pertemuan selanjutnya. NH menutup pelajaran hari ini tepat pada saat bel berbunyi.

KO : Selama kurang lebih 75 menit NH mengampu pelajaran. Pembelajaran sudah dapat berjalan lebih baik, meskipun ada siswa yang masih susah diatur. Selama proses belajar mengajar siswa terlihat lebih aktif.

## CATATAN LAPANGAN

Catatan Lapangan no. : 5  
 Hari/ Tanggal : Senin, 23 Maret 2009  
 Waktu : 07.50 – 09.10  
 Tempat : Kelas VIII G SMP N 3 Colomadu  
 Tema : Narrative text  
 Peneliti : Nur Hikmah Laila  
 Metode : Observasi

07.50 WIB

(01) Bel elektrik berdering, tanda kegiatan belajar mengajar jam ke-2 dimulai. NH sejak pukul 07.00 sudah sampai di SMPN 3 Colomadu dan mengikuti kegiatan Upacara Bendera hari Senin. Guru RS mulai datang dan menghampiri NH. Guru RS dan NH masuk ke ruang kelas VIII G. Siswa-siswa VIII G sudah siap di mejanya masing-masing.

KO : Jam pelajaran ke-2 siswa terlihat masih bersemangat meskipun ada beberapa siswa yang terlihat bersantai.

08.07 WIB

(02) Guru RS mempersilakan NH membuka pelajaran, "*Good morning everybody?*" Kemudian siswa menjawab, "*Good morning Miss?*" "*How are you today?*" "*I am fine, and you?*" NH menjawab "*I am fine too, thank you.*" Sejenak NH nampak mengamati ruang kelas, ada dua kursi yang kosong, itu menandakan ada siswa yang tidak masuk. NH bertanya, "*Who is absent today?*" Dan salah seorang siswa perempuan yang duduk tepat di depan NH menjawab "*Ga ada Bu, buru ke kamar mandi.*"

KO : Mengecek kehadiran siswa sangatlah penting untuk mengetahui keadaan siswa dan seharusnya dilakukan sebelum pelajaran dimulai.

08.15 WIB

(03) NH menjelaskan tentang materi yang akan dipelajari hari ini, tujuan serta manfaat dari apa yang akan dipelajari. *"Students, like you have known before, there are some kinds of text, and today we will learn about narrative text. After this lesson you will understand about narrative text, its social function, its generic structure and characteristics."* Tidak lupa NH memperlihatkan gambar yang didapat dari majalah **FUN** dimana teks untuk hari ini diambil. NH bertanya, *"Students, have you ever heard about Madagascar Movie ?"* Ada sebagian siswa yang diam, ada yang menggelengkan kepala, dan ada beberapa siswa yang menjawab, *"Yes"*. Kemudian NH *"Apakah kalian tahu kira-kira ini jenis teks apa?"*. Siswa-siswa nampak ingin menjawab, tapi kebanyakan Cuma bergumam sendiri. *"Narrative Bu", "Fable Bu."* NH berkata, *"Ya, jawaban kalian benar semua, tapi yang lebih tepat ini namanya Fable.."*

KO : Penting bagi guru untuk menjelaskan topik yang akan dipelajari, tujuan serta manfaat dari apa yang akan dipelajari. Karena berguna untuk memberi arah pada proses belajar mengajar yang akan berlangsung.

08.20 WIB

(04) NH memulai pelajaran dengan membagikan kertas foto copy teks dari majalah yang tadi sempat diperlihatkan pada siswa. Kelas menjadi sedikit ramai. *"Listen, please. Ayo diam jangan ramai ya!"*

KO : Guru perlu memberi petunjuk dan arahan untuk setiap kegiatan untuk memandu agar siswa memahami proses belajar.

## 08.23 WIB

(05) NH kemudian meminta semua siswa untuk tenang dan memperhatikan penjelasan yang akan diberikan. " *You have gotten a piece of story of Madagascar 2 movie.*" NH kemudian melanjutkan, " *Have you ever heard about a fable?*" Sebagian siswa hanya diam dan sebagian dari mereka menjawab, " *Yes, cerita binatang Bu*" " *Ya betul sekali.*" NH melanjutkan penjelasannya, " *Ok, I will give you the worksheet.*" Para siswa antusias menunggu mendapatkan lembar kerja.

KO : Guru diharapkan mampu mengkondisikan kelas, membuat kelas tetap tenang.

## 08.27 WIB

(06) NH mengamati para siswa, " *Ada yang belum dapat?.*" " *Sudah semua Bu.*" Para siswa terlihat bingung dan mulai ramai. Ada yang mengobrol dengan temannya. " *Look at the worksheet please! What is a narrative text?*" sebagian siswa ada yang malu-malu ingin menjawab, ada juga yang tidak peduli, dan ada yang diam saja " *Cerita tentang hayalan negeri dongeng gitu Bu.*" " *Can you mention some types of narrative text?*" " *Itu Bu, legend, folk tale, fairy tale sama fable.*" " *Good.*" " *What is a legend?*" " *Asal usul nama suatu daerah atau tempat Bu.*" " *Bagus, betul.*", " *What is a fable?*" " *Cerita binatang Bu.*", and " *What is a folktale?*" " *Itu Bu, apa ya.....*" Mendengar jawaban yang menggantung, seisi kelas bersorak riuh. " *Huuuu.....*" " *Anu Bu, cerita rakyat.*" " *Iya, betul.*"

KO : Banyak siswa yang tidak paham dengan instruksi guru. Memahami instruksi sangatlah penting. Pemakaian bahasa Indonesia dapat membantu siswa memahami instruksi.

08.35 WIB

(07) Setelah mendapatkan lembar kerja, ruangan menjadi sedikit gaduh karena siswa berbicara sendiri dengan temannya untuk membahas teks yang diberikan sehingga menimbulkan suara agak berisik.

KO : Semua siswa mengerjakan instruksi sebagai bagian dari kegiatan belajar mengajar.

08.38 WIB

(08) NH meminta salah satu siswa untuk membaca teks dalam lembar kerja. Siswa mulai menyimak temannya yang sedang membaca teks, tapi ada juga sebagian siswa yang ramai sendiri dan berbuat onar mengganggu temannya..

08.42 WIB

(09) NH berkeliling kemeja-meja tiap siswa untuk mengingatkan siswa agar tidak gaduh.

KO : Guru perlu memantau jalannya kegiatan belajar mengajar.

08.47 WIB

(10) NH meminta siswa mengidentifikasi kata sukar dalam teks lalu meminta siswa mencoba mencari di kamus mereka karena masih ada kesulitan, NH membantu siswa mengartikan kata sukar tersebut. Lalu NH meminta siswa mengerjakan soal dalam lembar kerja mereka.

KO : Diperlukan latihan soal-soal untuk setiap materi yang telah dipelajari untuk mengukur pemahaman para siswa.



08.55 WIB

(11) Setelah semua siswa selesai mengerjakan soal di lembar kerja, NH mencocokkan hasil pekerjaan siswa. Disela-sela mencocokkan hasil pekerjaan siswa, NH memberikan materi tentang Narrative Text karena text yang telah mereka pelajari adalah jenis teks Narrative. *"What is the social function of Narrative text?"* NH melemparkan pertanyaan pada siswa. Beberapa dari siswa menjawab namun dengan susunan kalimat yang kurang pas. NH kemudian menjelaskan pengertian Narrative text, tujuan dari text narrative, generic structure serta ciri-ciri dari text narrative. NH menjelaskan tentang bagaimana menemukan gagasan utama dalam setiap paragraf. *"Do you know what the main idea is?"* NH bertanya. Beberapa orang siswa menjawab, *"Pikiran pokok."* *"Good answer"* NH melanjutkan penjelasannya. *"The main idea is a central thought which a paragraph is organized. Jadi pikiran pokok itu adalah gagasan yang mendasari sebuah paragraph. Biasanya terletak pada awal paragraph."*

KO : Penguatan dari guru seperti kata *good, right* sangat baik untuk meningkatkan kepercayaan diri siswa.

09.05 WIB

(12) Setelah selesai menjelaskan, NH melanjutkan mencocokkan hasil pekerjaan yang masih tersisa. Setelah semua soal selesai dibahas, NH bertanya *"Is there any question?"* Dan kebanyakan siswa menjawab *"No"*, tapi ada juga yang hanya diam. NH bertanya lagi, *"What do you think about the text you have learnt?"* NH bertanya, *"Once again. Any question? Pertanyaan tentang narrative text atau paragraph mungkin?"* NH bertanya lagi, *"Is it clear?"* Hampir semua siswa menjawab, *"Yes."* Dan ada pula yang hanya mengangguk-angguk saja.

KO : Guru memberikan kesempatan bertanya pada siswa. Guru juga menanyakan pendapat siswa tentang materi yang telah dipelajari. Hal ini perlu dilakukan sebagai bahan refleksi terhadap pemilihan materi ajar.

09.10 WIB

(13) NH menyampaikan topik yang akan dipelajari pada pertemuan berikutnya. Tak berapa lama kemudian bel tanda pergantian jam pelajaran berbunyi. NH mengakhiri pelajaran hari ini.

KO : Selama kurang lebih 80 menit guru mengajar dapat berjalan dengan baik dan dapat melaksanakan fungsinya secara baik. Siswa terlihat masih merasa kesulitan dalam memahami makna dalam teks. Hal tersebut menjadikan suasana kelas menjadi ramai.

2c

### CATATAN HASIL WAWANCARA

Hari/ Tanggal	: Selasa, 17 Februari 2009
Waktu	: 06.50 – 07.45
Tempat	: Ruang Guru SMPN 3 Colomadu
Peneliti	: Nur Hikmah Laila (N)
Metode	: Wawancara
Narasumber	: Rita Sartika, S.Pd. (R)

Pada hari itu peneliti mengadakan wawancara dengan seorang guru Bahasa Inggris kelas VIII SMPN 3 Colomadu. Wawancara berlangsung hampir selama satu jam. Guru R adalah seorang guru yang ramah dan murah senyum. Ketika peneliti datang, guru R menyambut dengan hangat dan beliau sudah mengerti maksud kedatangan peneliti adalah untuk sedikit bertanya tentang gambaran pembelajaran Bahasa Inggris di SMPN 3 Colomadu khususnya untuk kelas VIII sebagai obyek penelitian peneliti. Sebelumnya peneliti sudah meminta izin kepada kepala sekolah SMPN 3 Colomadu dan beliau merekomendasikan guru R sebagai narasumber untuk peneliti.

R : “Dari mana Mbak?”

N : “Saya dari UNS Bu, sebelumnya perkenalkan nama saya Nur Hikmah Laila, disini, saya bermaksud ingin mengadakan penelitian untuk skripsi saya.”

R : “Skripsinya judulnya apa Mbak?”

N : “Improving Students’ Reading Ability by Using Printed Mass Media Bu.”

R : “Oh... jadi tentang reading ya Mbak?”

N : “Iya Bu, kalau boleh tahu, kelas yang nilai readingnya masih kurang kira – kira kelas yang mana ya Bu?”

R : “Kelas Sembilan atau kelas delapan ya Mbak, soalnya saya mengampu kelas delapan dan kelas sembilan.”

N : “Kebetulan kelas yang akan saya teliti kelas delapan Bu.”

R : “Oh, kalau kelas delapan yang nilainya masih kurang terutama delapan G. Masalahnya mereka masih sangat kurang di Vocabulary Mbak, dan juga motivasi untuk mengikuti pelajaran Bahasa Inggris juga masih rendah. Mungkin karena kelas dua, jadi dipikirnya bisa lebih santai tidak seperti kelas satu atau tiga. Kalau kelas satu harus beradaptasi dengan lingkungan baru sementara kelas tiga harus siap – siap ujian.”

N : “Kalau pembelajaran harian disini seperti apa BU. Satu mata pelajaran di ampu oleh satu guru aau bagaimana?”

R : “Mungkin ini juga salah satu penyebab rendahnya motivasi siswa Mbak. Mungkin karena bosan di ajar sama satu guru jadi motivasinya kurang dan efeknya nilai pelajaran ini kurang begitu.”

N : “Oh... jadi begitu ya BU. Kalau begitu saya mau mengadakan penelitian di kelas delapan G saja Bu.”

R : “Iya Mbak, silakan saja. Mungkin kalau yang ngajar ganti jadi ada variasi begitu jadi mereka tidak bosan dan motivasinya bisa naik. Lalu kira – kira ini penelitiannya akan berlangsung berapa lama Mbak?”

N : “Kebetulan karena saya mengambil Action Research akan ada dua cycle kira – kira selama satu bulan Bu.”

R : “Iya tidak apa – apa Mbak. Kalau begitu selamat bekerja semoga sukses.”

N : “Terima kasih Bu, kalau begitu saya permisi dulu, mari Bu.”

Akhirnya wawancara dengan guru R berakhir dan peneliti meninggalkan ruang guru.

### CATATAN HASIL WAWANCARA

Hari/ Tanggal : Senin, 2 Maret 2009  
 Waktu : 09.10 – 09.30  
 Tempat : Kelas VIII G SMPN 3 Colomadu  
 Peneliti : Nur Hikmah Laila (N)  
 Metode : Wawancara  
 Narasumber : Murid kelas VIII G SMPN 3 Colomadu

1. Observer : “Menurut kalian, apa sih susahnya pelajaran Bahasa Inggris?”

Siswa I (1) : “Ya itu Bu, mengartikan kata – kata, khan bukan bahasa sehari – hari jadi ga hafal.”

Siswa II (2) : “Sama Bu, susah menghafal kosa kata. Nyari arti di kamus juga susah, banyak banget kata – katanya.”

Siswa III (3) : “Iya Bu, walaupun udah nyari di kamus, susah di hapalin Bu. Apalagi banyak kata yang artinya banyak. Maksudnya satu kata punya banyak arti gitu lho Bu.”

2. Observer : “Selama ini belajar sama Bu guru gimana rasanya?”

Siswa I (1) : “Ya gitu lah Bu, pelajarannya gitu – gitu aja. Paling Cuma dari buku paket atau LKS.”

Siswa II (2) : “Iya Bu, materinya itu bikin bosan.”

Siswa III (3) : “Bener Bu, palingan cuma disuruh ngerjain LKS trus dibiarin gitu aja ga ada kegiatan apa gitu.”

3. Observer : “Kok pada bosan sih, memangnya kenapa bosan, bukannya materi dari buku juga lumayan menarik?”

Siswa I (1) : “Ya gitu lah Bu, banyak tulisannya susah dimengerti.”

Siswa II (2) : “Bener Bu, kalau Cuma tulisan Ikhan susah dipahami, coba ada gambar gitu khan paling nggak bisa nyempet diit di otak.”

Siswa III (3) : “Setuju Bu, kalau ada gambarnya lumayan menarik khan Bu.”

### **Komentar Peneliti**

Dari hasil wawancara dengan siswa saat pre – observasi ini dapat disimpulkan bahwa materi pembelajaran yang di pakai guru selama ini masih kurang menarik bagi siswakarena mereka cenderung cepat bosan dan sulit memahami materi yang disampaikan guru.

### CATATAN HASIL WAWANCARA

Hari/ Tanggal : Kamis, 12 Maret 2009  
 Waktu : 11.50 – 12.15  
 Tempat : Kelas VIII G SMPN 3 Colomadu  
 Peneliti : Nur Hikmah Laila (N)  
 Metode : Wawancara  
 Narasumber : siswa kelas VIII G SMPN 3 Colomadu

1. Observer : “Bagaimana pendapat kalian tentang teks dari majalah yang telah kita gunakan selama ini?”  
 Siswa I (1) : “Yah, lumayanmenarik Bu, karena ada gambarnya, kita bisa lebih cepat paham apa maksud dalam teks.”  
 Siswa II (2) : “Iya Bu, dengan melihat gambar kita bisa dikit – dikit nebak apa isi teksnya jadi ga susah pas jawab soalnya.”  
 Siswa III (3) : “Bener Bu kita bisa nebak kira – kira teks ini bahasnya apa gitu, khan liat gambarnya.”
2. Observer : “Memangnya di buku paket ga ada gambarnya kok lebih mudah yang ini?”  
 Siswa I (1) : “Ya ada Bu, tapi khan gambarnya juga ga bagus kaya’ dari majalah gini Bu.”  
 siswa II (2) : “Maksudnya kalau dari majalah khan kita udah lumayan akrab gitu lho Bu, jadi lebih mudah di pahami.”  
 Siswa III (3) : “Iya Bu, karena mudah di pahami, jadinya khan mudah kalau disuruh ngerjain soal- soalnya”
3. Observer : “Apakah dengan menggunakan teks dari majalah lebih mudah buatmu dalam memahami teks?”  
 Siswa I (1) : “Ya iya lah Bu.”  
 Siswa II (2) : “Pastinya Bu.”

Siswa III (3) : “Iya lah Bu.”

### **Komentar Peneliti**

Dari hasil wawancara dengan siswa setelah cycle 1 ini dapat disimpulkan bahwa materi pembelajaran dengan mengambil teks dari majalah bisa membuat siswa lebih tertarik pada pelajaran bahasa Inggris khususnya pada *skill reading*..



### CATATAN HASIL WAWANCARA

Hari/ Tanggal : Rabu, 25 Maret 2009  
 Waktu : 09.50 – 11.10  
 Tempat : Kelas VIII G SMPN 3 Colomadu  
 Peneliti : Nur Hikmah Laila (N)  
 Metode : Wawancara  
 Narasumber : siswa kelas VIII G SMPN 3 Colomadu

1. Observer : “Bagaimana pendapat kalian tentang pelajaran bahasa Inggris dengan memakai teks dari majalah?”  
 Siswa I (1) : “Lumayan menarik Bu.”  
 Siswa II (2) : “Cukup menarik dan mudah dipahami.”  
 Siswa III (3) : “Cukup menarik.”
2. Observer : “Apakah kalian merasa nilai kalian pada tes reading bisa meningkat setelah belajar dengan teks dari majalah?”  
 Siswa I (1) : “Ya, saya rasa meningkat Bu, khan nilai tesnya yang kemaren lebih bagus daripada ynag ini. Maksud saya pas tes yang pertama sama yang kedua kemaren itu lho Bu.”  
 Siswa II (2) : “Saya rasa iya Bu, pas tes yang pertama itu saya ga mudheng blas ama teksnya trus dikasih pelajaran dengan teks dari majalah, ya lebih mudheng lah Bu, walau baru sedikit.”  
 Siswa III (3) : “Kalau saya iya Bu,meningkat. Kemaren saya tanya Bu Rita katanya nilai saya lumayan bagus kok.”
3. Observer : “Apakah pembelajaran bahasa Inggris dengan teks dari majalah membuatmu lebih nyaman saat belajar?”  
 Siswa I (1) : “Kalau yang itu sih lumayan juga ya Bu, dilihat dari materi juga cukup dekat dengandunia kita seperti artis,olah raga,

film. Selain itu juga dengan kegiatan pembelajaran yang tidak terlalu kaku, jadi bisa nyantai.”

Siswa II (2) : “Iya Bu, jadi lebih nyantai.”

Siswa III (3) : “Cukup santai kali ya Bu, soalnya materinya lebih mudah di pahami jadi ga terlalu pusing memahami pelajaran dan ga capek kalau disuruh ngerjain soal.”

### **Komentar Peneliti**

Dari hasil wawancara dengan siswa setelah cycle 2 ini, dapat diambil kesimpulan bahwa teks dari majalah cukup menarik minat siswa. Siswa bisa belajar *reading* yang digabungkan dengan aktifitas-aktifitas belajar yang berbeda dengan pembelajaran *reading* selama ini. Kemajuan dalam *reading comprehension* bisa dirasakan para siswa. Mereka jadi lebih aktif dalam kegiatan – kegiatan belajar, lebih berani saat disuruh menjawab soal dan juga lebih bertanggung jawab kalau ada tugas, tidak melulu lempar kesempatan saat sebagian tugas menjawab soal.

**2d**

## **TEACHER'S DIARIES**

### **1. Pertemuan 1 cycle 1**

- Sebagian besar siswa masih kelihatan bingung dalam menjawab pertanyaan yang diberikan secara lisan.
- Siswa masih takut- takut diajar oleh peneliti meski ini bukan pertama kalinya mereka bertemu dengan peneliti. Mungkin mereka masih merasa asing dengan peneliti.
- Siswa masih merasa malu dan takut salah jika disuruh menjawab pertanyaan dan mereka juga suka melempar kesempatan menjawab pada temannya jika disuruh menjawab soal.
- Masih banyak siswa yang belum memahami tentang fairy tale, bahkan siswa laki-laki ada yang mengaku belum pernah membaca fairy tale.
- Motivasi siswa dalam mengerjakan soal di lembar kerja masih lemah dan mereka cepat bosan saat dijelaskan.
- Sebagian besar siswa masih lemah di vocabulary.
- Saat membaca teks, masih lemah di pelafalan kosa kata.

### **2. Pertemuan 2 cycle 1**

- Siswa sudah merasa cukup akrab dengan peneliti, suasana belajar mengajar terasa cukup nyaman.
- Respon siswa mulai bagus, mereka sudah mulai mau mengerjakan tugasnya dan bertanya jika menemui kesulitan.
- Saat menemui kata sukar dan asing, siswa sudah mulai mau mencari sendiri di kamusnya.
- Sebagian siswa cukup mudah diatur meski ada juga yang masih suka membuat onar dan gaduh saat dijelaskan.

3. Pertemuan 3 cycle 1

- Respon dari siswa sudah terlihat cukup bagus. Siswa sudah mulai cukup tertarik dengan isi cerita karena mereka sudah cukup akrab dengan tema yang diberikan.
- Siswa mulai berani menjawab pertanyaan tanpa dipaksa, walau ada juga beberapa siswa laki-laki yang masih sulit diatur dan susah disuruh menjawab soal ke depan kelas.

4. Pertemuan 1 cycle 2

- Respon siswa cukup bagus
- Sebagian siswa mau bekerja sama dengan teman sebangku saat mengerjakan tugasnya.
- Siswa cukup bisa diatur, tidak membuat onar dan gaduh saat pelajaran.

5. Pertemuan 2 cycle 2

- Hampir semua siswa bisa mengikuti kegiatan belajar mengajar dengan baik, tidak gaduh dan berbuat onar, juga mau mengerjakan tugasnya tanpa dipaksa.
- Siswa juga sudah cukup bagus dalam melafalkan kosa kata saat membaca teks.

### Appendix 3

#### Photograph





**Appendix 4a**

**Blue Print of Reading Comprehension Ability**  
**(Try Out Instrument)**

<b>INDICATORS</b>	<b>NUMBERS</b>	<b>TOTAL NUMBER OF ITEM</b>
<b>LITERAL COMPREHENSION</b>		
a.Recognizing main ideas	1, 4, 12, 21, 26	5
b Recognizing stated details	7, 9, 27, 13, 22, 31	6
c Guessing the meaning of unfamiliar words	3, 8, 14, 19, 30, 34	6
d Recognizing sequence	18, 25, 36	3
<b>INTERPRETATIVE READING</b>		
a. Inferring unstated details	24, 37, 38	3
b. Inferring referents	15, 17, 29, 32, 40	5
c. Detecting mood	2, 28, 33	3
d. Drawing conclusion	5, 10, 35	3
<b>CRITICAL COMPREHENSION</b>		
Recognizing the author's purpose	6, 11, 16	3
<b>CREATIVE COMPREHENSION</b>		
Producing new ideas	20, 23, 39	3
<b>Total items</b>		<b>40</b>

4b

**LEMBAR SOAL (TRY OUT)**  
**TEST KEMAMPUAN MEMBACA TEKS BAHASA INGGRIS**  
**KELAS VIII SMPN 3 COLOMADU**  
**TAHUN AJARAN 2008/2009**

**Petunjuk Umum**

1. Tulislah nama dan kelas pada lembar jawab yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Bacalah dengan seksama 8 bacaan yang tersedia
4. Waktu yang tersedia 80 menit
5. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
6. Lembar soal dikembalikan tanpa coretan kepada petugas bersama lembar jawab

**Petunjuk Khusus**

**Berilah tanda silang (X) pada huruf a, b, c, atau d untuk jawaban yang anda anggap paling benar pada lembar jawab yang tersedia.**

**Bacaan I ( untuk soal no. 1 - 5)**

Once upon a time, there was a beautiful place called Neverland where Peter Pan and Tinker Bell lived. Not so far from this place is the city of London where John, Wendy, and Michael Darling lived. They really loved the story of Peter. One day Peter Pan appeared and asked the children to fly to Neverland. They were very excited to see the scenery and beauty of Neverland. Then they were surprised to know the existence of a cruel pirate called Captain Hook. One day Captain Hook captured Tinker Bell and forced her to show Peter Pan's place. In doing so, all Peter's friends, The Darling's were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank.



Suddenly Peter Pan appeared and stopped everything. In a fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by a crocodile, and nobody cared to save him.

The Darling's were so happy and thankful fo Peter Pan. They told Peter their intention to go home. With the sprinkle of Tinker Bell's, Pixie Dust, Captain Hook's pirate ship was sailing through the skies of Neverland heading back to the Darlings' home in London.

1. What is the problem faced by Peter Pan?
  - a. The Darlings left their home and flew to Neverland
  - b. Peters' friends were captured by Captain Hook
  - c. The ship flew over the sky to the city of London
  - d. Captain Hook and Peter Pan had a fierce duel
  
2. What did The Darlings feel when Peter ask them to go to Neverland?
 

a. bored	c. exiced
b. sad	d. hate
  
3. "**Beautiful**" in the first sentence could be best subtituted by .....
 

a. happy	c. cozy
b. funny	d. pretty
  
4. What is the main idea of the third paragraph?
  - a. The Darlings intended to go home
  - b. The pirates thrown away
  - c. Tinker Bell flew to Neverland
  - d. Peter Pan saved The Darlings
  
5. We can learn from this story that .....
  - a. Braveness is needed to be a hero
  - b. Good and right things will win
  - c. A beautiful scenery is good to see
  - d. Neverland is a place for children

Bacaan 2 (untuk soal no. 6 - 10)**Daniel Radcliffe**

Dan was born on July 23rd, 1989 in London. He is the only child in the family. He has become very famous after his role as the young and cute wizard Harry Potter.

He wanted to be an actor since he was five years old. Now he has become a famous actor. He said, "I want to continue to act, I also want to be the director or the writer."

Daniel goes to an all boy school, it means there is no girl at all there. He loves to play pranks on his friends.

As an English boy, Daniel loves football. He is a fan of Fulham Football Club. He also likes to watch wrestling and formula one racing.

6. What is the purpose of the text?
  - a. to entertain the readers
  - b. to tell past events
  - c. to give information about someone
  - d. to tell someone how to do something
7. How old is Daniel Radcliffe?
  - a. 19 years
  - b. 20 years
  - c. 21 years
  - d. 22 years
8. "He has become very **famous** after ....." (line 2 paragraph 1). The word 'famous' means .....
  - a. tampan
  - b. menyenangkan
  - c. bersahabat
  - d. terkenal
9. What football club does Daniel like?
  - a. Liverpool
  - b. Manchester United
  - c. Chelsea
  - d Fulham
10. Which paragraph tells about Daniel's other obsessions?
  - a. paragraph 1
  - b. paragraph 2
  - c. paragraph 3
  - d. paragraph 4

Bacaan 3 (untuk soal no. 11 - 15)

Last week John and Mary had a holiday. They went to Gembira Loka Zoo to spend the holiday. They wanted to look at many kinds of wild animals there. There are rhinos, tiger, lion, giraffe, elephant, etc.

Gembira Loka Zoo is a very large zoo in Yogyakarta with many kinds of animals and green trees. The wild animals are placed in the place where they can move freely, many kinds of birds are placed in the big cages. There are also some kinds of snakes in the cages which are arranged in row.

There are a lot of visitors. They came from many regions surrounding the city. They look very happy to see the animals.

11. What is the purpose of the text above?
  - a. to entertain the readers
  - b. to tell past events
  - c. to give information about someone
  - d. to tell about how to do something
12. The main idea of paragraph 2 is .....
  - a. Last week John and Mary had a holiday.
  - b. There are many visitor in Gembira Loka Zoo
  - c. Gembira Loka Zoo is a very large zoo in Yogyakarta
  - d. There are a lot of animals in Gembara Loka Zoo
13. Where is the location of Gembira Loka Zoo?
  - a. Semarang
  - b. Yogyakarta
  - c. Solo
  - d. Surabaya
14. "Many kinds of birds are placed in the big cages" the underlined means.....
  - a. sarang
  - b. kandang
  - c. rumah
  - d. sangkar
15. The word "**they**" in "They came from many....." (line 8 paragraph 3) refer to.....
  - a. wild animal
  - b. birds
  - c. visitors
  - d. snakes

Bacaan 4 (untuk soal no 16 - 20)**The Frog King**

A hundred years ago, there lived a king. He had some beautiful daughters, but the youngest daughter was the most beautiful. Close by the king' castle, there was a great dark forest. And, under an old lime-tree in the forest, there was well. When the day was bored, she took her golden ball and played with it.

One day, the princess played with her golden ball. Unfortunately, the ball rolled into the well. Then, she began to cry. Suddenly, there was a frog who was willing to help her. However the frog asked the princess to bring him to the palace and to let him always stay close to her. The princess agreed with his request. So, the frog jumped into the well and took the golden ball out of it. The princess felt so happy to see her golden ball again

16. The purpose of the text above is ....
  - a. to entertain reader with a fairy tale
  - b. to persuade the reader to read the story
  - c. to describe how beautiful the princess is
  - d. to inform the reader about the princess' golden ball
17. "When she was bored, she took her golden ball....." ( line 3 paragraph 1)  
the undelined word refer to.....
 

a. The frog	c. The princess
b. Golden ball	d. The King
18. What happens to the princess after her golden ball rolled into the well?
 

a. She began to cry	c. She began to laugh
b. She began to run away	d. She began to jump into the well
19. The word "**request**" has similar meaning as.....
 

a. made	c. drew
b. asked	d. told
20. What do you think about the princess?
 

a. She is an evil character	c. She is an emotional person
b. She is a trouble maker	d. She is a good person

Bacaan 5 (untuk soal no. 21 – 25)

A poor woman sat on the street under the traffict light. This was her house. She looked very hungry, but nobody cared her, except a coin they took in her plastic bowl. Yesterday, she began to stop her activity. She passed away.

The traffict light was red. The woman stood up and came to the cars stopped there. She asked for money from one to another. Suddenly, a car hit her and run away. The woman fell down. Then people came to see her. They carried her to the sidewalk. One of them called a becak to bring her to a hospital, but the woman had passed away before the becak came. Then people took the poor woman to one's house. They cared her till her last house.

21. Why did the poor woman stopped her activity?
  - a. She got home
  - b. She was sick
  - c. She passed away
  - d. She felt hungry
22. What happened to the poor woman so that she passed away?
  - a. She was starving
  - b. a police chased her
  - c. a car hit her
  - d. a becak hit her
23. What is the suitable tittle for the text?
  - a. The dying of a poor woman
  - b. The life of a poor woman
  - c. The happiness of a woman
  - d. The sad life of a woman
24. The poor woman could be a .....
  - a. streethawker
  - b. beggar
  - c. pedestrian
  - d. bricklayer
25. What did the people do after the woman had passed away.....
  - a. They left the woman on the sidewalk
  - b. They took the woman to the hospital
  - c. They took the woman to the police station
  - d. They took the woman to one's house

Bacaan 6 (untuk soal no. 26 – 30)

**The Singing Flower**

Bunga Citra Lestari, who has been living in Lhokseumawe, Naggroe Aceh Darussalam never thought that she would be one of Indonesia's sweethearts. She is not only had outstanding performances in several movies and TV series, but she also proved that she can sing beautifully. At the AMI Awards 2008 she collaborated a performance with Ari Lasso singing "Aku dan Dirimu"

Bunga whose name means flower, is really happy about the duet and said it was surprising event for her. In her new movie entitled "Ada Kamu Aku Ada", Bunga also sing the theme song "Tentang Kamu" taken from her latest album released in June.

26. The main idea of paragraph one is.....
  - a. Bunga has a duet performance
  - b. Bunga's name means flower
  - c. Bunga's latest album released in June
  - d. Bunga has become one of Indonesia's sweetheart
27. Who is Bunga's partner in her duet performance?
  - a. Glenn Friedly
  - b. Hadi Mirza
  - c. Ari Lasso
  - d. Afgan
28. What did Bunga feel about her duet?
  - a. happy
  - b. sad
  - c. disappointed
  - d. dislike
29. "..., but **she** also proved that she can sing beautifully" the word "she" (line 3 paragraph 1) refer to....
  - a. The writer
  - b. Ari Lasso
  - c. Bunga Citra Lestari
  - d. Bunga's new album
30. The word "released" can be substituted as.....
  - a. copied
  - b. distributed
  - c. produced
  - d. launched

Bacaan 7 (untuk soal no 31 – 35)**Rapunzel**

Rapunzel was a beautiful girl who has a very long hair. She lived in a tall tower because an evil-witch put her there. One day a handsome prince passed near the tower and he saw the beautiful Rapunzel. So he climbed up Rapunzel's long hair. He wanted to help Rapunzel get out the tower. Then Rapunzel had an idea to make a ladder, but the witch found out about their plan. So she threw the prince out of the tower and made him blind. She also cut Rapunzel's long hair and took Rapunzel into faraway island. She lived alone there and she sang sad song everyday.

One day, the blind prince who has travelled around the world to find Rapunzel heard Rapunzel singing. Finally, they met each other and then they got married. They lived happily ever after

31. Who put Rapunzel into the tall tower?
 

a. The king	c. The prince
b. An evil-witch	d. The wizard
32. “ .... and **he** saw the beautiful Rapunzel” the word “he” (line 2 paragraph 1) refer to.....
 

a. The prince	c. The witch
b. Rapunzel	d. The king
33. Rapunzel feels .... while she lived alone in faraway island.
 

a. happy	c. proud
b. sad	d. like
34. The word “**ladder**” means.....
 

a. tangga	c. jerami
b. kayu	d. tali
35. Which sentence is **correct** according to the text?
  - a. Rapunzel is a beautiful girl with long hair
  - b. Rapunzel get down the tower by herself
  - c. The blind prince could not find Rapunzel
  - d. Everyday Rapunzel sang a love song

Bacaan 8 (untuk bacaan no. 36 – 40)

One day, Jane was caught in the rain. When she reached home, she started sneezing. Soon, Jane was down with a cold.

The next morning, Jane's mother took her to a doctor. The doctor said that Jane had flu and he gave some medicine. He also advised Jane to drink more water and take a good rest.

When Jane reached home, she went straight to bed. She sleep until lunch time. Her mother carried her meal to her room. She also brought Jane her medicine. After eating, Jane went back to sleep.

When Jane woke up for dinner, she felt much better. Her best friend called to find out how she was. She also told Jane briefly what the teacher had taught that day.

The next day Jane had recovered. She missed her friends and was glad to go back to school again.

36. What did Jane's mother do after knowing that her daughter was sick?

- |                               |                               |
|-------------------------------|-------------------------------|
| a. She gave some water        | c. She asked her to take rest |
| b. She took her to the doctor | d. She gave some medicine     |

37. Jane could be a.....

- |              |            |
|--------------|------------|
| a. student   | c. teacher |
| b. housewife | d. doctor  |

38. How long did Jane catch a cold? For.....

- |               |             |
|---------------|-------------|
| a. four days  | c. two days |
| b. three days | d. one day  |

39. Which sentence is **incorrect** according to the text?

- Jane was caught in the rain
- Jane's mother took Jane to the doctor
- Jane didn't happy to see her friends again
- Jane's best friend called to find out how was Jane



40. “**He** also advised Jane to... “ the word “he” (line 4 paragraph 2) refer to.....

- |                      |                  |
|----------------------|------------------|
| a. Jane              | c. Jane’s mother |
| b. Jane’s bestfriend | d. The doctor    |

**4c**

**THE KEY ANSWER OF THE READING COMPREHENSION ABILITY  
(TRY OUT)**

- |       |     |       |
|-------|-----|-------|
| 1. B  |     | 21. C |
| 2. C  |     | 22. C |
| 3. D  |     | 23. A |
| 4. A  |     | 24. B |
| 5. B  |     | 25. D |
| 6. C  |     | 26. D |
| 7. A  |     | 27. C |
| 8. D  |     | 28. A |
| 9. D  |     | 29. C |
| 10. B |     | 30. D |
| 11. B |     | 31. B |
| 12. C | 32. | 32. A |
| 13. B |     | 33. B |
| 14. D |     | 34. A |
| 15. C |     | 35. A |
| 16. A |     | 36. B |
| 17. C |     | 37. A |
| 18. A |     | 38. C |
| 19. B |     | 39. C |
| 20. D |     | 40. D |

**Appendix 5a****Blue Print of Reading Comprehension Ability****(Pre – Test and Post - Test Instrument)**

<b>INDICATORS</b>	<b>NUMBERS</b>	<b>TOTAL NUMBER OF ITEM</b>
<b>LITERAL COMPREHENSION</b>		
a.Recognizing main ideas	1, 4, 9, 17	4
b Recognizing stated details	6, 18, 21	3
c Guessing the meaning of unfamiliar words	3, 7, 10, 15, 20	5
d Recognizing sequence	14	1
<b>INTERPRETATIVE READING</b>		
a. Inferring unstated details	25	1
b. Inferring referents	11, 13, 19, 22, 27	5
c. Detecting mood	2, 23	2
d. Drawing conclusion	8, 24	2
<b>CRITICAL COMPREHENSION</b>		
Recognizing the author's purpose	5, 12	2
<b>CREATIVE COMPREHENSION</b>		
Producing new ideas	16, 26	2
<b>Total items</b>		<b>27</b>

5b

**LEMBAR SOAL PRE – TEST DAN POST-TEST**  
**TEST KEMAMPUAN MEMBACA TEKS BAHASA INGGRIS**  
**KELAS VIII SMPN 3 COLOMADU**  
**TAHUN AJARAN 2008/2009**

**Petunjuk Umum**

1. Tulislah nama dan kelas pada lembar jawab yang tersedia
2. Dahulukan menjawab soal-soal yang anda anggap mudah
3. Bacalah dengan seksama 8 bacaan yang tersedia
4. Waktu yang tersedia 45 menit
5. Telitilah pekerjaan anda sebelum diserahkan kepada petugas
6. Lembar soal dikembalikan tanpa coretan kepada petugas bersama lembar jawab

**Petunjuk Khusus**

**Berilah tanda silang (X) pada huruf a, b, c, atau d untuk jawaban yang anda anggap paling benar pada lembar jawab yang tersedia.**

**Bacaan I (untuk soal no. 1 – 4)**

Once upon a time, there was a beautiful place called Neverland where Peter Pan and Tinker Bell lived. Not so far from this place is the city of London where John, Wendy, and Michael Darling lived. They really loved the story of Peter. One day Peter Pan appeared and asked the children to fly to Neverland. They were very excited to see the scenery and beauty of Neverland. Then they were surprised to know the existence of a cruel pirate called Captain Hook. One day Captain Hook captured Tinker Bell and forced her to show Peter Pan's place. In doing so, all Peter's friends, The Darling's were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank.

Suddenly Peter Pan appeared and stopped everything. In a fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by a crocodile, and nobody cared to save him.

The Darling's were so happy and thankful fo Peter Pan. They told Peter their intention to go home. With the sprinkle of Tinker Bell's, Pixie Dust, Captain Hook's pirate ship was sailing through the skies of Neverland heading back to the Darlings' home in London.

1. What is the problem faced by Peter Pan?
  - e. The Darlings left their home and flew to Neverland
  - f. Captain Hook and Peter Pan had a fierce duel
  - g. The ship flew over the sky to the city of London
  - h. Peters' friends were captured by Captain Hook
2. What did The Darlings feel when Peter ask them to go to Neverland?
 

c. bored	c. sad
d. excited	d. hate
3. "**Beautiful**" in the first sentence could be best subtituted by .....
 

c. happy	c. pretty
d. cozy	d. funny
4. What is the main idea of the third paragraph?
  - e. The Darlings intended to go home
  - f. The pirates thrown away
  - g. Tinker Bell flew to Neverland
  - h. Peter Pan saved The Darlings

Bacaan 2 (untuk soal no 5 – 8)

### **Daniel Radcliffe**

Dan was born on July 23rd, 1989 in London. He is the only child in the family. He has become very famous after his role as the young and cute wizard Harry Potter.

He wanted to be an actor since he was five years old. Now he has become a famous actor. He said, “I want to continue to act, I also want to be the director or the writer.”

Daniel goes to an all boy school, it means there is no girl at all there. He loves to play pranks on his friends.

As an English boy, Daniel loves football. He is a fan of Fulham Football Club. He also likes to watch wrestling and formula one racing.

5. What is the purpose of the text?
 

c. to entertain the readers	c. to tell past events
d. to give information about someone	d. to tell someone how to do something
6. How old is Daniel Radcliffe?
 

c. 22 years	c. 20 years
d. 21 years	d. 19 years
7. “He has become very **famous** after .....” (line 2 paragraph 1). The word ‘famous’ means .....
 

c. terkenal	c. bersahabat
d. menyenangkan	d. tampan
8. Which paragraph tells about Daniel’s others obsession?
 

c. paragraph 1	c. paragraph 3
d. paragraph 2	d. paragraph 4

Bacaan 3 untuk soal no.9 – 11)

Last week John and Mary had a holiday. They went to Gembira Loka Zoo to spend the holiday. They wanted to look at many kinds of wild animals there. There are rhinos, tiger, lion, giraffe, elephant, etc.

Gembira Loka Zoo is a very large zoo in Yogyakarta with many kinds of animals and green trees. The wild animals are placed in the place where they can move freely, many kinds of birds are placed in the big cages. There are also some kinds of snakes in the cages which are arranged in row.

There are a lot of visitors. They came from many regions surrounding the city. They look very happy to see the animals.

9. The main idea of paragraph 2 is .....
  - e. Last week John and Mary had a holiday.
  - f. There are many visitor in Gembira Loka Zoo
  - g. There are a lot of animals in Gembira Loka Zoo
  - h. Gembira Loka Zoo is a very large zoo in Yogyakarta
10. "Many kinds of birds are placed in the big cages" The underlined word means.....
 

a. sarang	c. sangkar
b. rumah	d. kandang
11. The word "there" in "**There** are rhinos, tiger,....." (line 2 paragraph 1) refer to.....
 

c. wild animal	c. Gembira Loka Zoo
d. birds	d. Snakes

Bacaan 4 untuk soal no. 12 – 16)

### **The Frog King**

A hundred years ago, there lived a king. He had some beautiful daughters, but the youngest daughter was the most beautiful. Close by the king' castle, there was a great dark forest. And, under an old lime-tree in the forest, there was well. When the day was bored, she took her golden ball and played with it.

One day, the princess played with her golden ball. Unfortunately, the ball rolled into the well. Then, she began to cry. Suddenly, there was a frog who was willing to help her. However the frog asked the princess to bring him to the palace and to let him always stay close to her. The princess agreed with his request. So, the frog jumped into the well and took the golden ball out of it. The princess felt so happy to see her golden ball again

12. The purpose of the text above is .....
- e. to persuade the reader to read the story
  - f. to entertain reader with a fairy tale
  - g. to describe how beautiful the princess is
  - h. to inform the reader about the princess' golden ball
13. "When she was bored, she took her golden ball ....." (line 3 paragraph 1)  
the underlined word refer to .....
- a. The Princess
  - b. The King
  - c. The frog
  - d. Golden ball
14. What happens to the princess after her golden ball rolled into the well?
- c. She began to laugh
  - d. She began to run away
  - c. She began to cry
  - d. She began to jump into the well
15. The word "**request**" has similar meaning as.....
- c. asked
  - d. made
  - c. drew
  - d. told
16. What do you think about the princess?
- c. She is an evil character
  - d. She is a trouble maker
  - c. She is an emotional person
  - d. She is a good person

Bacaan 5 untuk soal no. 17 – 18)

A poor woman sat on the street under the traffict light. This was her house. She looked very hungry, but nobody cared her, except a coin they took in her plastic bowl. Yesterday, she began to stop her activity. She passed away.

The traffict light was red. The woman stood up and came to the cars stopped there. She asked for money from one to another. Suddenly, a car hit her and run away. The woman fell down. Then people came to see her. They carried her to the sidewalk. One of them called a becak to bring her to a hospital, but the woman had passed away before the becak came. Then people took the poor woman to one's house. They cared her till her last house.



17. Why did the poor woman stopped her activity?
- |                    |                    |
|--------------------|--------------------|
| c. She passed away | c. She got home    |
| d. She was sick    | d. She felt hungry |
18. What happened to the poor woman so that she passed away?
- |                                    |                        |
|------------------------------------|------------------------|
| c. She was starving                | c. a police chased her |
| d. a car hit her police chased her | d. a becak hit her     |

Bacaan 6 untuk soal no. 19 – 20)

### **The Singing Flower**

Bunga Citra Lestari, who has been living in Lhokseumawe, Naggroe Aceh Darussalam never thought that she would be one of Indonesia's sweethearts. She is not only had outstanding performances in several movies and TV series, but she also proved that she can sing beautifully. At the AMI Awards 2008 she collaborated a performance with Ari Lasso singing "Aku dan Dirimu"

Bunga whose name means flower, is really happy about the duet and said it was surprising event for her. In her new movie entitled "Ada Kamu Aku Ada", Bunga also sing the theme song "Tentang Kamu" taken from her latest album released in June.

19. "..., but **she** also proved that she can sing beautifully" the word "she" (line 3 paragraph 1) refer to....
- |                        |                      |
|------------------------|----------------------|
| c. The writer          | c. Ari Lasso         |
| d. Bunga Citra Lestari | d. Bunga's new album |
20. The word "**released**" can be substituted as.....
- |                |             |
|----------------|-------------|
| c. launched    | c. produced |
| d. distributed | d. copied   |

Bacaan 7 (untuk soal no. 21 – 24)**Rapunzel**

Rapunzel was a beautiful girl who has a very long hair. She lived in a tall tower because an evil-witch put her there. One day a handsome prince passed near the tower and he saw the beautiful Rapunzel. So he climbed up Rapunzel's long hair. He wanted to help Rapunzel get out the tower. Then Rapunzel had an idea to make a ladder, but the witch found out about their plan. So she threw the prince out of the tower and made him blind. She also cut Rapunzel's long hair and took Rapunzel into faraway island. She lived alone there and she sang sad song everyday.

One day, the blind prince who has travelled around the world to find Rapunzel heard Rapunzel singing. Finally, they met each other and then they got married. They lived happily ever after

21. Who put Rapunzel into the tall tower?

- |               |                  |
|---------------|------------------|
| c. The king   | c. An evil-witch |
| d. The prince | d. The wizard    |

22. “ .... and **he** saw the beautiful Rapunzel” The word “he” (line 2 paragraph 1) refer to.....

- |             |               |
|-------------|---------------|
| c. The king | c. The witch  |
| d. Rapunzel | d. The prince |

23. Rapunzel feels .... while she lived alone in faraway island.

- |          |          |
|----------|----------|
| c. like  | c. sad   |
| d. proud | d. happy |

24. Which sentence is **correct** according to the text?

- e. Everyday Rapunzel sang a love song
- f. The blind prince could not find Rapunzel
- g. Rapunzel get down the tower by herself
- h. Rapunzel is a beautiful girl with long hair

Bacaan 8 (untuk soal no. 25 – 27)

One day, Jane was caught in the rain. When she reached home, she started sneezing. Soon, Jane was down with a cold.

The next morning, Jane's mother took her to a doctor. The doctor said that Jane had flu and he gave some medicine. He also advised Jane to drink more water and take a good rest.

When Jane reached home, she went straight to bed. She sleep until lunch time. Her mother carried her meal to her room. She also brought Jane her medicine. After eating, Jane went back to sleep.

When Jane woke up for dinner, she felt much better. Her best friend called to find out how she was. She also told Jane briefly what the teacher had taught that day.

The next day Jane had recovered. She missed her friends and was glad to go back to school again.

25. Jane could be a.....

- |              |            |
|--------------|------------|
| c. student   | c. teacher |
| d. housewife | d. doctor  |

26. Which sentence is **incorrect** according to the text?

- e. Jane was caught in the rain
- f. Jane's mother took Jane to the doctor
- g. Jane didn't happy to see her friends again
- h. Jane's best friend called to find out how was Jane

27. "**He** also advised Jane to... " the word "he" (line 4 paragraph 2) refer to.....

- |                      |                  |
|----------------------|------------------|
| c. Jane              | c. Jane's mother |
| d. Jane's bestfriend | d. The doctor    |

**5c**

**THE KEY ANSWER OF PRE – TEST AND POST-TEST INSTRUMENT**

1. D
2. B
3. C
4. A
5. B
6. D
7. A
8. B
9. D
10. C
11. C
12. B
13. A
14. C
15. A
16. D
17. A
18. B
19. B
20. A
21. C
22. D
23. C
24. D
25. A
26. C
27. D

**Appendix 6****Lesson 1 cycle 1****STUDENTS' WORKSHEET****Pre – reading****Task 1**

**Answer the following questions based on your experience or knowledge!**

1. What is a narrative text?
2. What is a fairy tale according to you?
3. Do you like reading a fairy tale?
4. Can you mention some fairy tales that you've heard before?
5. Do you enjoy reading a fairy tale?

**Whilst – reading****Task 2**

**Read the text carefully!**

**Rapunzel**

Rapunzel was a beautiful girl who has a very long hair. She lived in a tall tower because an evil-witch put her there. One day a handsome prince passed near the tower and he saw the beautiful Rapunzel. So he climbed up Rapunzel's long hair. He wanted to help Rapunzel get out the tower. Then Rapunzel had an idea to make a ladder, but the witch found out about their plan. So, she threw the prince out of the tower and made him blind. She also cut Rapunzel's long hair and took Rapunzel into faraway island. She lived alone there and she sang sad song everyday.

The blind prince travelled all over the world to find Rapunzel. One day he got near the island and he heard Rapunzel singing. They were really happy to see each other. Rapunzel tears fell to the prince's eyes so that he could see again. Then the prince took Rapunzel to his castle and they got married, they lived happily ever after.

Taken from **FUN** magazine edisi 12 tahun X

### Task 3

Answer these following question based on the text! Do in pair!

1. What is the text about?
2. What is the main idea of the last paragraph?
3. How does the prince climb the tower?
4. What is Rapunzel plan?
5. What happens after Rapunzel's tears fell down to the Prince's eyes?
6. Where does the prince took Rapunzel?
7. What do you think about the witch?
8. The word "She" in So, **she** threw the prince out of the....." line 5 paragraph 1 refers to.....
9. The word "She" in "She lived alone there....." line 7 paragraph 1 refers to.....
10. The word "They" in "They were really happy ....." line 9 paragraph 2 refers to.....

### Task 4

Listen to your teacher carefully!

#### Narrative Text

The purpose of narrative text is to entertain or to tell a story. Narrative text is based on life experience and is person-oriented using dialogue and familiar language. There are some narrative text types; they are folktales (fable, legend, myth), mysteries, science fiction, fantasy and historical fiction.

The story you've just heard is a narrative text. A narrative text is a kind of text that tells a story. There are three elements of narrative text; **the orientation**: introduce main characters in a setting of place and time; **the complication**: tells the problem of the story and how the main characters solve them; and **the resolution**: tells the ending of the story. A narrative text using simple past tense.

**Task 5****Match the words in the column with their meaning!**

No	A	B
1	Tower	a. Jauh
2	Passed	b. Rencana
3	Plan	c. Buta
4	Blind	d. Menara
5	Faraway	e. melewati

**Post – reading****Take home task****Write a paragraph of narrative text with free topic!**

## Lesson 2 cycle 1

### STUDENTS' WORKSHEET

#### Pre – reading

##### Task 1

Answer the following questions based on your experience or knowledge!

1. Who is your favourite singer?
2. Why do you like him/her?
3. Do you know Bunga Citra Lestari?
4. What do you know about her?
5. Have you ever heard her song?

#### Whilst – reading

##### Task 2

Read the text carefully!

#### **The Singing Flower**

Bunga Citra Lestari, who has been living in Lhokseumawe, Naggroe Aceh Darussalam never thought that she would be one of Indonesia's sweethearts. She is not only had outstanding performances in several movies and TV series, but she also proved that she can sing beautifully. At the AMI Awards 2008 she collaborated a performance with Ari Lasso singing "Aku dan Dirimu"

Bunga whose name means flower, is really happy about the duet and said it was surprising event for her. In her new movie entitled "Ada Kamu Aku Ada", Bunga also sing the theme song "Tentang Kamu" taken from her latest album released in June.

Taken from **HighEndTeen** magazine edisi Juni 2008

#### **Recount Text**

Recount text tell the reader what happened. They retell past even. The focus is on a sequence of events, all of which relate to a particular person. The recount text generally begins with an **orientation**. It gives the reader the



background of information needed to understand the text. Then the recount text unfold with a series of **events** (ordered in chronological sequence). At various stages there may be some personal comment on the incident, we call it **re – orientation**.

### Task 3

**Answer these following questions based on the text!**

1. The text above tells about \_\_\_\_\_
2. Bunga's name means \_\_\_\_\_
3. Bunga's career beside an actresses is a \_\_\_\_\_
4. Bunga's partner in her duet is \_\_\_\_\_
5. Bunga's latest movie is entitled \_\_\_\_\_
6. Bunga's latest album is released in \_\_\_\_\_
7. "Sweetheart" in Indonesia means \_\_\_\_\_
8. What do you think about Bunga's career? She has \_\_\_\_\_ career.

### Task 4

**Arrange this jumbled sentences into a good paragraph!**

- a. We went there by car
- b. Firstly, we walked along the beach together
- c. After we were tired, we went home
- d. Last week, my family and I went to the beach
- e. We arrived there in the afternoon
- f. We left home in the morning
- g. Then, my father bought a ball, my father and I played football
- h. We were happy to have a picnic together

### Post – reading

#### **Take home task**

**Write your experience in your last holiday!**

**Lesson 3 cycle 1****STUDENTS' WORKSHEET****Pre – reading****Task 1**

**Answer the following questions based on your experience or knowledge!**

1. What is a narrative text?
2. What is a fairy tale?
3. Do you like reading a fairy tale?
4. Can you mention some fairy tales that you've heard before?

**Whilst – reading****Task 2**

**Read the text carefully!**

**Happily N'ever After**

The peace of Fairy Tale Land is in a whack as an alliance of evil-doers, led by Frieda – Ella's step-mother – looks to take over Fairy Tale Land. Frieda manages to tip the scales of good and evil, causing a series of Fairy tales to go wrong and have comically unhappy endings. As for Ella, Frieda can't stand her hope and goodness. Frieda's goal is to put the 'cinder' back in Cinderella.

Ella must now awaken from her romantic dreams to take on her fearsome step-mother with a little help from her best friend Rick, the palace dishwasher and a virtual army of heroic dwarves and fairies. Although this computer – animated movie is based on a fairy tale, it's still exciting to watch.

Taken from **C' n S** magazine vol.7 no. 50 August – September 2007

**Task 3**

**Answer these following questions based on the text! Do in pair!**

1. What kind of story is that?
2. Who is Frieda?
3. Who is the main character of the story?
4. Where does Ella live?

5. What is Frieda ambition?
6. Who help Ella against Frieda?
7. Who is Rick?
8. Do you think that Ella had a good character?
9. What do you think about Frieda?
10. In your opinion, how was the ending of the story?

#### **Task 4**

##### **Find the meaning in Indonesian!**

- |              |           |
|--------------|-----------|
| 1. Alliance  | 5. Goal   |
| 2. Take over | 6. Awaken |
| 3. Evil      | 7. Army   |
| 4. Goodness  | 8. Movie  |

##### **Post – reading**

##### **Take home task**

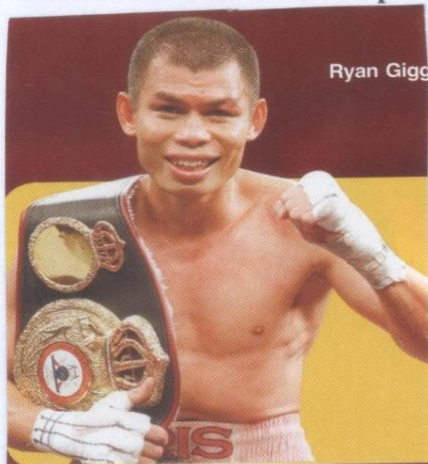
**Write a paragraph of fairy tale that you have ever heard before!**

## STUDENTS' WORKSHEET

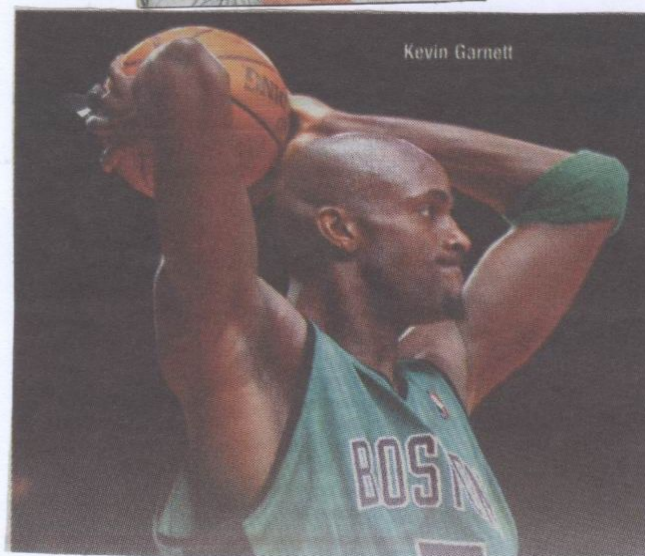
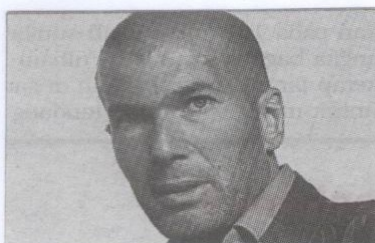
### Pre – reading

#### Task 1

Look at the athletes in the pictures. What can you tell about them?



Ryan Giggs



Kevin Garnett

### Whilst – reading

#### Task 2

Read the text carefully!

#### From Injury to Victory

Michael Owen is the English phenomenon. So many people were stunned when he made a terrific goal when the team matched Argentina in the last France World Cup.

Michael Owen was the great player of the World Cup 1998. He was born on December 14th 1979. He was the youngest player at that tournament but he has

shown his brilliant performance on the the match. Owen believes that his ability to control the ball has put him in stardom now.

A problem appeared when Owen got a hamstring injury. Something that many footballers are afraid of. Owen had to stay away from football for more than four months. He felt frustrated. He almost gave up. Moreover when finally he could comeback to the field and he could get his best performance back. He said that he was so happy to play again.

Taken from **Hello** magazine edisi no. August 2001

### Task 3

**Answer these following questions based on the text! Do in pair!**

1. What is the main idea of paragraph 3?
2. How old is Michael Owen now?
3. What is the purpose of the text?
4. What kinds of text is that text?
5. What is the meaning of field in “Moreover when finally he could comeback to the field.....” last sentence of paragraph 3?

### Task 4

**Identify the generic structures of the text above!**

From Injury to Victory	
<b>Orientation</b>	
<b>Events</b>	
<b>Re- orientation</b>	

### Post – reading

**Take home task**

**Write a paragraph of your latest vacation experiences!**

**Lesson 2 cycle 2****STUDENTS' WORKSHEET****Pre – reading****Task 1**

**Answer the following questions based on your experience or knowledge?**

1. What is narrative text?
2. Can you mention some types of narrative text?
3. What is a legend?
4. What is a fable
5. What is a folktale?

**Whilst – reading****Task 2**

**Read the text carefully!**

**Madagascar 2**

All the lovable characters – Alex the lion, Marty the zebra, Melman the giraffe and Gloria the hippo, King Julien, Maurice, the penguins and all the chimps are back again. This time they play on their sequel Madagascar 2: Escape to Africa.

The gangs have hatched a crazy plan. The penguins have repaired an old crashed plane. For the first time, they fly away to place they want to visit.

While discovering their ancestor, they quickly realize the difference between the real jungle and the heart of Africa. Despite long – lost relatives, romantic rivals, and scheming hunters, Africa seems like a great place to stay, but is it better than their Central Park Home?

Taken from **FUN** magazine edisi 02 tahun X

**Task 3**

**Answer these following questions based on the text! Do in pair!**

1. What is the main idea of paragraph 3?
2. Who are the main characters of the story?
3. How could they fly to Africa?
4. What kinds of text is that text?
5. What is the meaning of relatives in “Despite long – lost relatives.....”  
last sentence of paragraph 3?

**Task 4**

**Identify the generic structures of the text above!**

<b>Madagascar 2</b>	
<b>Orientation</b>	
<b>Complication</b>	
<b>Re - orientation</b>	

**Post – reading**

**Take home task**

**Find a story from magazine or newspaper!**

## Appendix 6

### THE SAMPLE OF A CLASSROOM ACTION RESEARCH

NO	NAMA
1	Awang Kurniawan
2	Axnastasia Hengki
3	Danang Dwi E.
4	Debora Meilina E.S.
5	Dinar Gusta R.
6	Dwi Heriyanto
7	Erisa Pinta N.
8	Gatha Yoswana P.
9	Hartanto
10	Hendra Dwi A.S.
11	Irvan Cahya K.
12	Joko Suryadi
13	Kalis Awang
14	Lanang Galih G.
15	Lilis Sukasih
16	Lita Karina
17	Mei Rendra K.
18	M. Alfianto
19	Muslimah Putri Chandra
20	Mustika Ningsih K.
21	Nana Nuraika N.
22	Nina Rusmalasari
23	Nunung Purwanto
24	Nur Hidayat
25	Oktavianus Bayu S.
26	Putri Arum Dewati
27	Putri Erni Hartanti
28	Radetama Theo F.
39	Ratih Tri Indrasari
30	Ratna Tri Hastuti
31	Stevanus Reynaldi
32	Sukma Pambudi
33	Sukma Tri Utama
34	Triyani
35	Widiastiwi
36	Yermia Aprilia S.



## Appendix 7

### RESEARCH SCHEDULE

Table . Researchs' Schedule

<b>No</b>	<b>Date</b>	<b>Activity</b>	<b>Time</b>
<b>1</b>	February 2009	Pre – observation	
<b>2</b>	February 25 <sup>th</sup> , 2009	Pre – test	09.50 – 10.35
<b>3</b>	March 2 <sup>nd</sup> , 2009	1 <sup>st</sup> meeting cycle 1	07.50 – 09.10
<b>4</b>	March 4 <sup>th</sup> , 2009	2 <sup>nd</sup> meeeting cycle 1	09.50 – 11.10
<b>5</b>	March 11 <sup>th</sup> , 2009	3 <sup>rd</sup> meeting cycle 1	09.50 – 11.10
<b>6</b>	March 12 <sup>th</sup> , 2009	Post – test 1	09.50 – 10.35
<b>7</b>	March 18 <sup>th</sup> , 2009	1 <sup>st</sup> meeting cycle 2	09.50 – 11.10
<b>8</b>	March 23 <sup>rd</sup> , 2009	2 <sup>nd</sup> meeting cycle 2	07.50 – 09.10
<b>9</b>	March 25 <sup>th</sup> , 2009	Post – test 2	09.50 – 10.35

NAME : Dwi Hery Yanto  
 CLASS/NUMBER : VII 6 / 6  
 DAY/DATE :

## STUDENTS' ANSWER SHEET

3,7

1	A	B	<del>C</del>	D	✓	15	A	<del>B</del>	C	D	
2	<del>A</del>	B	C	D	✓	16	A	B	<del>C</del>	D	✓
3	A	B	C	<del>D</del>		17	A	B	C	<del>D</del>	✓
4	A	B	C	<del>D</del>	✓	18	A	B	<del>C</del>	D	
5	<del>A</del>	B	C	D	✓	19	A	B	<del>C</del>	D	
6	A	B	<del>C</del>	D		20	A	B	C	<del>D</del>	
7	A	B	C	<del>D</del>		21	A	B	<del>C</del>	D	✓
8	A	B	C	<del>D</del>	✓	22	<del>A</del>	B	C	D	
9	A	B	<del>C</del>	D		23	<del>A</del>	B	C	D	✓
10	<del>A</del>	B	C	D	✓	24	<del>A</del>	B	C	D	
11	<del>A</del>	B	C	D	✓	25	A	B	C	<del>D</del>	✓
12	A	<del>B</del>	C	D	✓	26	<del>A</del>	B	C	D	✓
13	A	<del>B</del>	C	D	✓	27	A	B	<del>C</del>	D	✓
14	A	<del>B</del>	C	D	✓	28	A	B	C	D	

NAME : Widiastioi

CLASS/NUMBER : VIII G / 35

DAY/DATE :

8.1

## STUDENTS' ANSWER SHEET

1	<del>A</del>	B	C	D
2	A	B	<del>C</del>	D
3	A	B	C	<del>D</del>
4	A	<del>B</del>	C	D
5	<del>A</del>	B	C	D
6	A	<del>B</del>	C	D
7	<del>A</del>	B	C	D
8	A	B	<del>C</del>	D
9	A	B	C	<del>D</del>
10	<del>A</del>	B	C	D
11	A	B	<del>C</del>	D
12	A	B	C	<del>D</del>
13	<del>A</del>	B	C	D
14	A	B	C	<del>D</del>

15	A	B	<del>C</del>	D
16	A	B	<del>C</del>	D
17	A	B	C	<del>D</del>
18	<del>A</del>	B	C	D
19	<del>A</del>	B	C	D
20	A	<del>B</del>	C	D
21	A	B	C	<del>D</del>
22	A	B	<del>C</del>	D
23	A	<del>B</del>	C	D
24	A	B	C	<del>D</del>
25	A	B	C	<del>D</del>
26	A	B	<del>C</del>	D
27	A	B	C	<del>D</del>
28	A	B	C	D



NAME : Dwi HERY Yanto  
 CLASS/NUMBER : VII 6 / 6  
 DAY/DATE :

63

STUDENTS' ANSWER SHEET

1	A	B	<del>C</del>	D	✓
2	<del>A</del>	B	C	D	
3	A	B	C	<del>D</del>	
4	A	B	C	<del>D</del>	✓
5	<del>A</del>	B	C	D	✓
6	A	B	<del>C</del>	D	
7	A	B	C	<del>D</del>	
8	A	B	C	<del>D</del>	
9	A	B	<del>C</del>	D	
10	<del>A</del>	B	C	D	
11	<del>A</del>	B	C	D	
12	A	<del>B</del>	C	D	✓
13	A	<del>B</del>	C	D	
14	A	<del>B</del>	C	D	✓

15	A	<del>B</del>	C	D	
16	A	B	<del>C</del>	D	✓
17	A	B	C	<del>D</del>	
18	A	B	<del>C</del>	D	
19	A	B	<del>C</del>	D	✓
20	A	B	C	<del>D</del>	
21	A	B	C	D	
22	<del>A</del>	B	C	D	
23	<del>A</del>	B	C	D	
24	<del>A</del>	B	C	D	
25	A	B	C	<del>D</del>	✓
26	<del>A</del>	B	C	D	✓
27	A	B	<del>C</del>	D	✓
28	A	B	C	D	

NAME : Widiastitiwi  
 CLASS/NUMBER : VIII 6/35  
 DAY/DATE :

81

STUDENTS' ANSWER SHEET

1	<del>A</del>	B	C	D	✓
2	A	B	<del>C</del>	D	
3	A	B	C	<del>D</del>	
4	A	B	<del>C</del>	D	
5	<del>A</del>	B	C	D	✓
6	A	<del>B</del>	C	D	
7	A	B	C	<del>D</del>	✓
8	A	B	C	<del>D</del>	
9	A	B	<del>C</del>	D	
10	A	B	C	<del>D</del>	
11	A	B	<del>C</del>	D	
12	<del>A</del>	B	C	D	
13	A	B	<del>C</del>	D	
14	<del>A</del>	B	C	D	

15	A	B	<del>C</del>	D	✓
16	A	B	<del>C</del>	D	
17	A	B	C	<del>D</del>	
18	<del>A</del>	B	C	D	
19	<del>A</del>	B	C	D	
20	A	<del>B</del>	C	D	
21	A	B	C	<del>D</del>	✓
22	A	B	<del>C</del>	D	
23	A	<del>B</del>	C	D	
24	A	B	C	<del>D</del>	
25	A	B	C	<del>D</del>	
26	A	B	C	D	
27	A	B	C	D	
28	A	B	C	D	



NAME : Dwi Hefy Yanto  
 CLASS/NUMBER : VIII 6/6  
 DAY/DATE :

6.7

STUDENTS' ANSWER SHEET

1	A	B	<del>C</del>	D	✓
2	<del>A</del>	B	C	D	
3	A	B	C	<del>D</del>	
4	A	B	C	<del>D</del>	
5	<del>A</del>	B	C	D	
6	A	B	<del>C</del>	D	✓
7	A	B	C	<del>D</del>	✓
8	A	B	C	<del>D</del>	
9	A	B	<del>C</del>	D	✓
10	<del>A</del>	B	C	D	
11	<del>A</del>	B	C	D	
12	A	<del>B</del>	C	D	
13	A	<del>B</del>	C	D	✓
14	A	<del>B</del>	C	D	✓

15	A	<del>B</del>	C	D	
16	A	B	<del>C</del>	D	
17	A	B	C	<del>D</del>	✓
18	A	B	<del>C</del>	D	
19	A	B	<del>C</del>	D	
20	A	B	C	<del>D</del>	
21	A	B	<del>C</del>	D	
22	<del>A</del>	B	C	D	
23	<del>A</del>	B	C	D	
24	<del>A</del>	B	C	D	
25	A	B	C	<del>D</del>	✓
26	<del>A</del>	B	C	D	
27	A	B	<del>C</del>	D	✓
28	A	B	C	D	

NAME : Widiastuti  
 CLASS/NUMBER : VIII G/35  
 DAY/DATE :

8,5

STUDENTS' ANSWER SHEET

1	<del>A</del>	B	C	D
2	A	B	<del>C</del>	D
3	A	B	C	<del>D</del>
4	<del>A</del>	B	C	D
5	A	B	<del>C</del>	D
6	A	<del>B</del>	C	D
7	A	B	C	<del>D</del>
8	A	B	C	<del>D</del>
9	A	B	<del>C</del>	D
10	A	B	C	<del>D</del> ✓
11	A	B	<del>C</del>	D
12	<del>A</del>	B	C	D
13	A	B	<del>C</del>	D ✓
14	<del>A</del>	B	C	D

15	A	B	<del>C</del>	D
16	A	B	<del>C</del>	D
17	A	B	C	<del>D</del> ✓
18	<del>A</del>	B	C	D
19	<del>A</del>	B	C	D
20	A	<del>B</del>	C	D
21	A	B	C	<del>D</del>
22	A	B	<del>C</del>	D
23	A	<del>B</del>	C	D ✓
24	A	B	C	<del>D</del>
25	A	B	C	<del>D</del>
26	A	<del>B</del>	C	D
27	A	B	C	<del>D</del>
28	A	B	C	D



Tabel 11.19  
HARGA KRITIK DARI  $r$  PRODUCT MOMENT

N	Interval Kepercayaan		N	Interval Kepercayaan		N	Interval Kepercayaan	
	95%	95%		95%	95%		95%	95%
(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
6	0,811	0,917	29	0,367	0,470	70	0,235	0,306
7	0,754	0,874	30	0,361	0,463	75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	0,632	0,765	33	0,344	0,442	90	0,207	0,270
11	0,602	0,735	34	0,339	0,436	95	0,202	0,263
12	0,576	0,708	35	0,334	0,430	100	0,195	0,256
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
16	0,497	0,623	39	0,316	0,408	200	0,138	0,181
17	0,482	0,606	40	0,312	0,403	300	0,113	0,148
18	0,468	0,590	41	0,308	0,396	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
21	0,433	0,549	44	0,297	0,384	700	0,074	0,097
22	0,423	0,537	45	0,294	0,380	800	0,070	0,091
23	0,413	0,526	46	0,291	0,376	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
			49	0,281	0,364			
			50	0,279	0,361			

Level of significance

$t_c$  for  $n = 10$  at the level of significance  $\alpha = 0,05$  is 0,632

$\alpha =$  kesalahannya



Appendix Tables

Table F The  $t$  Distribution

d.f.	Confidence intervals	50%	80%	90%	95%	98%	99%
	One tail, $\alpha$	0.25	0.10	0.05	0.025	0.01	0.005
	Two tails, $\alpha$	0.50	0.20	0.10	0.05	0.02	0.01
1		1.000	3.078	6.314	12.706	31.821	63.657
2	use 2 tails	.816	1.886	2.920	4.303	6.965	9.925
3		.765	1.638	2.353	3.182	4.541	5.841
4		.741	1.533	2.132	2.776	3.747	4.604
5		.727	1.476	2.015	2.571	3.365	4.032
6		.718	1.440	1.943	2.447	3.143	3.707
7		.711	1.415	1.895	2.365	2.998	3.499
8		.706	1.397	1.860	2.306	2.896	3.355
9		.703	1.383	1.833	2.262	2.821	3.250
10		.700	1.372	1.812	2.228	2.764	3.169
11		.697	1.363	1.796	2.201	2.718	3.106
12		.695	1.356	1.782	2.179	2.681	3.055
13		.694	1.350	1.771	2.160	2.650	3.012
14		.692	1.345	1.761	2.145	2.624	2.977
15		.691	1.341	1.753	2.131	2.602	2.947
16		.690	1.337	1.746	2.120	2.583	2.921
17		.689	1.333	1.740	2.110	2.567	2.898
18		.688	1.330	1.734	2.101	2.552	2.878
19		.688	1.328	1.729	2.093	2.539	2.861
20		.687	1.325	1.725	2.086	2.528	2.845
21		.686	1.323	1.721	2.080	2.518	2.831
22		.686	1.321	1.717	2.074	2.508	2.819
23		.685	1.319	1.714	2.069	2.500	2.807
24		.685	1.318	1.711	2.064	2.492	2.797
25		.684	1.316	1.708	2.060	2.485	2.787
26		.684	1.315	1.706	2.056	2.479	2.779
27		.684	1.314	1.703	2.052	2.473	2.771
28		.683	1.313	1.701	2.048	2.467	2.763
(z) $\infty$		.674	1.282 <sup>a</sup>	1.645 <sup>b</sup>	1.960	2.326 <sup>c</sup>	2.576

<sup>a</sup>This value has been rounded to 1.28 in the textbook.

<sup>b</sup>This value has been rounded to 1.65 in the textbook.

<sup>c</sup>This value has been rounded to 2.33 in the textbook.

<sup>d</sup>This value has been rounded to 2.58 in the textbook.

Source: Adapted from W. H. Beyer, *Handbook of Tables for Probability and Statistics*, 2nd ed., CRC Press, Boca Raton, Florida, 1986.

Reprinted with permission.

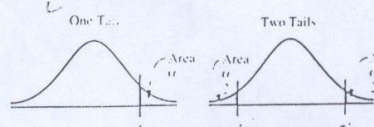


Table 1: The Result of The Test

Pre-Test		Post Test 1		Post Test 2	
Correct Answer	Score	Correct Answer	Score	Correct Answer	Score
10	3.7	19	7.0	20	7.4
12	4.4	15	5.6	19	7.0
20	7.4	20	7.4	21	7.8
12	4.4	17	6.3	19	7.0
19	7.0	21	7.8	22	8.1
10	3.7	17	6.3	18	6.7
19	7.0	18	6.7	20	7.4
14	5.2	19	7.0	21	7.8
11	4.1	13	4.8	22	8.1
19	7.0	21	7.8	22	8.1
14	5.2	19	7.0	21	7.8
16	5.9	15	5.6	18	6.7
14	5.2	15	5.6	22	8.1
11	4.1	14	5.2	22	8.1
20	7.4	19	7.0	21	7.8
22	8.1	21	7.8	23	8.5
14	5.2	13	4.8	15	5.6
16	5.9	17	6.3	20	7.4
11	4.1	18	6.7	19	7.0
16	5.9	16	5.9	18	6.7
19	7.0	18	6.7	21	7.8
14	5.2	18	6.7	22	8.1
14	5.2	14	5.2	19	7.0
16	5.9	16	5.9	20	7.4
12	4.4	18	6.7	20	7.4
19	7.0	16	5.9	21	7.8
14	5.2	15	5.6	18	6.7
16	5.9	18	6.7	22	8.1
20	7.4	19	7.0	21	7.8
10	3.7	19	7.0	21	7.8
19	7.0	19	7.0	24	8.9
12	4.4	17	6.3	20	7.4
19	7.0	14	5.2	22	8.1
16	5.9	19	7.0	20	7.4
22	8.1	22	8.1	23	8.5
19	7.0	19	7.0	21	7.8
207.8		232.6		273.3	
Mean Score	5.8		6.5		7.6

### t- test Computation

Table 2: The t-test computation between Pre-Test and Post Test 1 ( $t_0$ )

No	Pre-Test	Post-Test 1	D	D <sup>2</sup>	
1	3.7	7	3.3	10.89	
2	4.4	5.6	1.2	1.44	
3	7.4	7.4	0.0	0.00	
4	4.4	6.3	1.9	3.61	
5	7.0	7.8	0.8	0.64	
6	3.7	6.3	2.6	6.76	
7	7.0	6.7	-0.3	0.09	
8	5.2	7	1.8	3.24	
9	4.1	4.8	0.7	0.49	
10	7.0	7.8	0.8	0.64	
11	5.2	7	1.8	3.24	
12	5.9	5.6	-0.3	0.09	
13	5.2	5.6	0.4	0.16	
14	4.1	5.2	1.1	1.21	
15	7.4	7.2	-0.2	0.04	
16	8.1	7.8	-0.3	0.09	
17	5.2	4.8	-0.4	0.16	
18	5.9	6.3	0.4	0.16	
19	4.1	6.7	2.6	6.76	
20	5.9	5.9	0.0	0.00	
21	7.0	6.7	-0.3	0.09	
22	5.2	6.7	1.5	2.25	
23	5.2	5.2	0.0	0.00	
24	5.9	5.9	0.0	0.00	
25	4.4	6.7	2.3	5.29	
26	7.0	5.9	-1.1	1.21	
27	5.2	5.6	0.4	0.16	
28	5.9	6.7	0.8	0.64	
29	7.4	7	-0.4	0.16	
30	3.7	7	3.3	10.89	
31	7.0	7	0.0	0.00	
32	4.4	6.3	1.9	3.61	
33	7.0	5.2	-1.8	3.24	
34	5.9	7	1.1	1.21	
35	8.1	8.1	0.0	0.00	
36	7.0	7	0.0	0.00	
$\Sigma$			25.6	68.46	

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{\frac{25.6}{36}}{\sqrt{\frac{68.46 - \frac{25.6^2}{36}}{36(36-1)}}$$

$$t = \frac{0.711}{0.199}$$

$$t = 3.57$$

$$t_{table} = 2.02$$

$$t_0(3.57) > t(2.02)$$

Table 3: The t-test computation between Pre-Test and Post Test 2 ( $t_0$ )

No	Pre-Test	Post-Test 2	D	D <sup>2</sup>
1	3.7	7.4	3.7	13.69
2	4.4	7	2.6	6.76
3	7.4	7.8	0.4	0.16
4	4.4	7	2.6	6.76
5	7.0	8.1	1.1	1.21
6	3.7	6.7	3.0	9
7	7.0	7.4	0.4	0.16
8	5.2	7.8	2.6	6.76
9	4.1	8.1	4.0	16
10	7.0	8.1	1.1	1.21
11	5.2	7.8	2.6	6.76
12	5.9	6.7	0.8	0.64
13	5.2	8.1	2.9	8.41
14	4.1	8.1	4.0	16
15	7.4	7.8	0.4	0.16
16	8.1	8.5	0.4	0.16
17	5.2	5.6	0.4	0.16
18	5.9	7.4	1.5	2.25
19	4.1	7	2.9	8.41
20	5.9	6.7	0.8	0.64
21	7.0	7.8	0.8	0.64
22	5.2	8.1	2.9	8.41
23	5.2	7	1.8	3.24
24	5.9	7.4	1.5	2.25
25	4.4	7.4	3.0	9
26	7.0	7.8	0.8	0.64
27	5.2	6.7	1.5	2.25
28	5.9	8.1	2.2	4.84
29	7.4	7.8	0.4	0.16
30	3.7	7.8	4.1	16.81
31	7.0	8.9	1.9	3.61
32	4.4	7.4	3.0	9
33	7.0	8.1	1.1	1.21
34	5.9	7.4	1.5	2.25
35	8.1	8.5	0.4	0.16
36	7.0	7.8	0.8	0.64
$\Sigma$			65.9	170.41

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{\frac{65.9}{36}}{\sqrt{\frac{170.41 - \frac{65.9^2}{36}}{36(36-1)}}$$

$$t = \frac{1.830}{0.198}$$

$$t = 9.24$$

$$t_{table} = 2.02$$

$$t_0(9.24) > t_t(2.02)$$

Table 4: The t-test computation between Post Test 1 and Post Test 2 ( $t_0$ )

No	Post-Test 1	Post-Test 2	D	D <sup>2</sup>	
1	7	7.4	0.4	0.16	$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$
2	5.6	7	1.4	1.96	
3	7.4	7.8	0.4	0.16	
4	6.3	7	0.7	0.49	
5	7.8	8.1	0.3	0.09	
6	6.3	6.7	0.4	0.16	$t = \frac{\frac{40.3}{36}}{\sqrt{\frac{66.47 - \frac{40.3^2}{36}}{36(36-1)}}}$
7	6.7	7.4	0.7	0.49	
8	7	7.8	0.8	0.64	
9	4.8	8.1	3.3	10.89	
10	7.8	8.1	0.3	0.09	
11	7	7.8	0.8	0.64	$t = \frac{1.119}{0.130}$
12	5.6	6.7	1.1	1.21	
13	5.6	8.1	2.5	6.25	
14	5.2	8.1	2.9	8.41	
15	7.2	7.8	0.6	0.36	
16	7.8	8.5	0.7	0.49	$t_{table} = 2.02$
17	4.8	5.6	0.8	0.64	
18	6.3	7.4	1.1	1.21	
19	6.7	7	0.3	0.09	
20	5.9	6.7	0.8	0.64	
21	6.7	7.8	1.1	1.21	$r_o = \frac{\bar{X}_i - \bar{X}_t}{S_t} \sqrt{\frac{p_1}{q_1}}$
22	6.7	8.1	1.4	1.96	
23	5.2	7	1.8	3.24	
24	5.9	7.4	1.5	2.25	
25	6.7	7.4	0.7	0.49	
26	5.9	7.8	1.9	3.61	$r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{S_t^2} \right)$
27	5.6	6.7	1.1	1.21	
28	6.7	8.1	1.4	1.96	
29	7	7.8	0.8	0.64	
30	7	7.8	0.8	0.64	
31	7	8.9	1.9	3.61	$r_{kk} = 1.038 (1 - 0.566)$
32	6.3	7.4	1.1	1.21	
33	5.2	8.1	2.9	8.41	
34	7	7.4	0.4	0.16	
35	8.1	8.5	0.4	0.16	
36	7	7.8	0.8	0.64	$r_{kk} = 1.042(0.488)$
$\Sigma$			40.3	66.47	

$$t = \frac{1.119}{0.130}$$

$$t = 8.61$$

$$t_{table} = 2.02$$

$$t_0(8.61) > t(2.02)$$

$$r_o = \frac{\bar{X}_i - \bar{X}_t}{S_t} \sqrt{\frac{p_1}{q_1}}$$

$$r_o > r_t = \text{Valid}$$

$$r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{S_t^2} \right)$$

$$r_{kk} = 1.038 (1 - 0.566)$$

$$r_{kk} = 1.042(0.488)$$

$$r_{kk} = 0.532$$

$$r_r = 0.312$$

$$r_{kk} > r_r = \text{Reliable}$$

No. Resp	Numbers of items								
	1	2	3	4	6	7	8	10	12
1	0	1	1	1	0	0	1	0	1
2	0	1	0	0	0	0	1	0	1
3	1	1	1	1	1	0	1	0	1
4	0	1	1	0	0	1	1	0	1
5	1	1	0	0	0	0	1	1	1
6	0	1	1	1	1	0	1	1	1
7	0	1	1	1	0	1	1	0	1
8	0	1	0	0	0	0	1	0	1
9	1	1	1	0	1	0	0	0	1
10	0	1	0	1	1	0	1	0	1
11	0	1	1	1	0	0	1	0	0
12	0	1	0	0	0	0	0	0	1
13	1	1	1	0	0	0	1	1	1
14	0	1	1	0	1	0	1	0	1
15	0	1	1	0	1	1	0	0	1
16	0	1	0	0	0	1	0	1	1
17	0	1	0	1	0	1	0	0	0
18	1	1	0	0	0	0	0	0	1
19	0	1	0	0	0	1	1	1	1
20	0	1	0	0	1	0	1	0	0
21	1	1	0	0	1	0	1	0	1
22	0	0	1	0	0	0	1	1	1
23	0	0	0	0	0	0	0	0	1
24	0	1	0	0	1	0	1	0	1
25	1	1	1	1	0	0	0	0	1
26	0	1	0	1	0	0	0	0	1
27	0	1	0	0	0	0	1	0	1
28	0	1	1	0	1	0	1	0	1
29	0	1	0	1	0	0	0	0	0
30	0	1	0	1	1	1	0	0	1
31	1	1	0	1	1	0	1	1	1
32	0	1	1	0	0	1	0	0	1
33	1	1	0	0	1	0	1	0	1
34	0	1	1	1	1	1	1	0	1
35	0	1	1	0	1	0	1	0	1
36	0	1	0	1	1	0	1	1	1
37	0	1	0	0	1	0	1	1	1
38	0	1	0	1	1	0	1	0	1
39	0	1	0	0	1	0	1	1	0

40	1	1	1	0	0	0	1	1	1
	9	38	17	14	19	8	28	10	33
P	0,225	0,95	0,425	0,35	0,475	0,2	0,7	0,25	0,825
q	0,775	0,05	0,575	0,65	0,525	0,8	0,3	0,75	0,175
Xi	140	539	257	213	287	130	398	153	492
$\overline{X_i}$	15,556	14,184	15,118	15,214	15,105	16,250	14,214	15,300	14,909
St	3,279	3,279	3,279	3,279	3,279	3,279	3,279	3,279	3,279
$\overline{X_i} - \overline{X_i}$	1,556	0,184	1,118	1,214	1,105	2,250	0,214	1,300	0,909
$\frac{\overline{X_i} - \overline{X_i}}{s_i}$	0,474	0,056	0,341	0,370	0,337	0,686	0,065	0,396	0,277
$\frac{p}{q}$	0,290	19,000	0,739	0,538	0,905	0,250	2,333	0,333	4,714
$\sqrt{\frac{p}{q}}$	0,539	4,359	0,860	0,734	0,951	0,500	1,528	0,577	2,171
ro	0,356	0,845	0,393	0,572	0,321	0,343	0,821	0,729	0,602
rt	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312
Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
pq	0,174	0,048	0,244	0,228	0,249	0,160	0,210	0,188	0,14
$\sum pq$	5,244								
St <sup>2</sup>	10,750								

0	0	0	1	1	1	1	0	0	1
0	0	1	1	0	1	1	0	1	0
0	1	0	1	1	0	1	0	1	0
0	0	0	1	1	0	0	0	1	1
0	0	0	1	0	0	1	0	0	0
0	0	0	0	0	0	0	0	1	0
0	0	0	0	1	1	1	0	1	1
0	0	0	1	1	1	1	1	1	0
0	1	1	1	1	1	0	1	0	0
0	0	1	1	1	1	1	0	1	1
0	0	0	0	1	1	0	0	1	1
0	0	1	1	0	0	0	1	1	0
0	0	1	1	0	0	0	1	0	0
0	1	1	1	1	1	1	1	1	1
1	0	1	1	1	0	1	0	1	1
1	0	0	1	1	1	1	1	1	0
0	0	0	1	0	1	1	0	1	0
0	0	0	1	1	1	1	1	1	0
1	0	1	0	1	1	0	0	1	0
0	0	0	0	0	0	1	0	0	0
0	0	0	1	1	1	1	0	1	0
0	0	0	0	1	0	1	0	1	1
0	0	1	0	0	0	0	1	0	0
0	0	1	1	1	1	1	1	1	1
0	0	1	1	1	0	1	1	1	0
0	0	0	1	0	0	0	0	1	0
0	0	0	1	1	1	1	0	0	1
0	0	0	0	0	1	0	1	1	1
1	0	0	1	1	1	1	0	1	1
0	0	0	0	1	1	1	1	1	0
1	0	1	0	1	1	1	0	1	1
0	0	1	1	1	0	1	0	1	0
0	1	1	1	0	1	1	1	1	1
0	0	1	1	1	0	1	0	1	0
0	0	0	1	0	0	1	0	1	0
0	0	0	1	1	1	1	0	1	0
1	0	0	1	1	1	1	0	1	0
0	1	0	1	0	1	1	1	1	1
0	0	1	1	0	0	0	1	1	0
4	5	5	28	24	23	28	14	33	16



0,1	0,125	0,125	0,7	0,6	0,575	0,7	0,35	0,825	0,4
0,9	0,875	0,875	0,3	0,4	0,425	0,3	0,65	0,175	0,6
90	87	234	431	380	337	413	205	479	235
22,500	17,400	46,800	15,393	15,833	14,652	14,750	14,643	14,515	14,68
3,279	3,279	3,279	3,279	3,279	3,279	3,279	3,279	3,279	3,279
8,500	3,400	32,800	1,393	1,833	0,652	0,750	0,643	0,515	0,68
2,592	1,037	10,003	0,425	0,559	0,199	0,229	0,196	0,157	0,21
0,111	0,143	0,143	2,333	1,500	1,353	2,333	0,538	4,714	0,66
0,333	0,378	0,378	1,528	1,225	1,163	1,528	0,734	2,171	0,81
0,864	0,392	3,781	0,649	0,685	0,731	0,349	0,444	0,341	0,51
0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,312	0,31
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
0,090	0,109	0,109	0,210	0,240	0,244	0,210	0,228	0,144	0,2

0	1	1	1	0	0	14	0	0
0	1	0	0	0	1	11	-3	9
1	1	0	1	1	1	19	5	25
1	1	1	0	0	1	14	0	0
0	1	1	0	1	0	11	-3	9
1	0	1	0	0	0	11	-3	9
1	1	0	0	0	1	16	2	4
1	0	1	0	0	0	12	-2	4
0	0	1	0	0	1	14	0	0
0	1	1	1	0	1	17	3	9
1	0	1	1	0	0	12	-2	4
1	1	1	0	0	1	11	-3	9
1	0	1	0	0	1	14	0	0
1	1	1	0	1	1	21	7	49
1	0	1	0	0	0	15	1	1
0	0	1	0	1	1	15	1	1
0	0	1	0	1	0	9	-5	25
1	0	1	0	1	0	12	-2	4
1	0	1	0	0	1	15	1	1
0	0	1	1	0	1	9	-5	25
0	1	0	1	0	0	13	-1	1
0	0	0	0	0	1	11	-3	9
1	0	0	0	0	0	5	-9	81
0	0	1	0	0	0	13	-1	1
1	1	1	1	0	1	17	3	9
1	0	1	0	0	1	9	-5	25
1	1	0	1	1	0	14	0	0
1	0	1	0	1	1	15	1	1
0	0	1	0	1	1	14	0	0
0	1	0	0	1	0	13	-1	1
1	1	1	0	0	0	17	3	9
1	0	1	0	0	1	16	2	4
1	0	1	0	1	1	15	1	1
1	1	1	1	1	0	22	8	64
1	0	1	1	1	0	15	1	1
1	1	1	0	1	0	15	1	1
0	1	0	1	0	0	13	-1	1
0	1	1	1	1	1	18	4	16
1	1	1	1	0	1	18	4	16

1	0	1	0	0	1	15	1	1
25	19	20	13	11	20	560		430
0,625	0,475	0,5	0,325	0,275	0,5			
0,375	0,525	0,5	0,675	0,725	0,5			
361	272	442	189	220	325			
14,440	14,316	22,100	14,538	20,000	16,250			
3,279	3,279	3,279	3,279	3,279	3,279			
0,440	0,316	8,100	0,538	6,000	2,250			
0,134	0,096	2,470	0,164	1,830	0,686			
1,667	0,905	1,000	0,481	0,379	1,000			
1,291	0,951	1,000	0,694	0,616	1,000			
0,517	0,392	2,470	0,414	1,127	0,686			
0,312	0,312	0,312	0,312	0,312	0,312			
Valid	Valid	Valid	Valid	Valid	Valid			
0,234	0,249	0,250	0,219	0,199	0,250			